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ABSTRACT

Summaries are included here for all vocational research projects in Florida from 1965 to 1976 as well as a few 1977 projects which have been completed. The format for the entries is informative data (title, organization, project director, expenditures, project duration, and project number), problem to be addressed, objectives to be met, procedures employed in meeting the objectives together with resultant data, information on potential utilization, and/or products with information as to where products may be procured. Many summaries encompass a number of individual grants over a period of several years; others are single projects conducted for one year or less. Projects are divided into sections by these subject areas: administration, agriculture, business education, career education, cooperative education, counseling, disadvantaged and handicapped, distributive education, employability skills, health-related occupations, home economics, individualized instruction, industrial arts, industrial education, placement and followup, research and evaluation, student personnel services, teacher education, work experience, and other. (YLB)

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ED183724

Final Report

Project No. VTAD-5 #D7-006

From February 1977 to December 1978

Summaries of Florida Vocational Research

Vocational Education Research
Impact Assessment Project

Florida State University
Tallahassee, Florida

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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INTRODUCTION AND ACKNOWLEDGEMENTS

In February 1977 a project was funded at Florida State University through the RCU for the purpose of assessing the impact of vocational research and exemplary activities in Florida from the period of 1965-1976. As the project developed a second objective emerged--that of designing a model for continuing evaluation and utilization of research efforts in the State. The document produced here was one product developed as a result of designing the model and assembling the data for assessing research impact.

Summaries are included here for all vocational research projects from 1965 through 1976, with a few 1977 projects which have been completed. These documents present a historical overview of research projects, including the problem to be addressed, objectives to be met, procedures employed in meeting the objectives, and resultant data and/or products, with information on where products may be procured. Many summaries encompass a number of individual grants over a period of several years, as they made up an entire study. Others are single projects conducted for one year or less. This Notebook is divided into sections by subject areas, with each section coded and numbered so that subsequent summaries can be added.

Additional products were developed as a part of this study, including abstracts of contracts and quarterly reports, an abstract notebook of all individual final reports and products, a microfiche retrieval and cross-reference system for all vocational research conducted during the time period studied, and two final reports listed below.

1. *Impact Assessment of Florida Vocational Research* and

2. *A Model for On-Going Evaluation and Utilization of Florida's Vocational Education Research Efforts*

These reports, which may be found under projects #D7-006 and #71C11 respectively, contain detailed information on the study, its results, and development of each product and portion of the model.

This many-faceted project involved a tremendous amount of research, compilation, organization, writing, and typing, and its successful completion would not have been possible without the special and dedicated assistance of two key staff members--Kit and Kathy. I wish to give special thanks to "Kit" (Levena) Turner, editor and abstract writer, who served as my right hand in managing the project, and who wrote all but three of the summaries in this Notebook. Kathy Simmons has my deep gratitude also for her dedication, patience, and efficiency in serving as project secretary and completing the overwhelming amount of typing required to develop this document, as well as the project's other products.

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ADMINISTRATION

AD

SUMMARY

TITLE OF PROJECT:	Assessing the Suitability of the College Level Examination Program (CLEP) Tests for Admitting Vocational Students to Graduate Schools of Education in Florida State Supported Institutions
ORGANIZATION:	State University System of Florida
PROJECT DIRECTOR:	G. Emerson Tully
EXPENDITURES:	$29,970.39
DURATION OF PROJECT:	July 22, 1971 - June 30, 1972
PROJECT NUMBER:	C2-5034

PROBLEM

In 1971 it was believed that since vocational teachers are, as a group, older when they apply to enter master's level programs of study, and much of their learning over the years of training in occupational or trade specialties is in out-of-class (not formal college instruction) situations, the CLEP might be a more valid measure of that learning than the standard Graduate Record Examination (GRE). Also, many such teachers have not earned baccalaureates, and it was felt that the CLEP could be used for admission to undergraduate programs in lieu of the 12th grade batteries.

OBJECTIVES

The immediate objective of this study was to gather information on the suitability of the CLEP as graduate and undergraduate admission tests in vocational education programs in public universities. Stated secondary purposes were to construct test norms based on levels of formal education, and assess the impact of taking the CLEP on teacher aspirations.

PROCEDURES

A random sample of state vocational education teachers was selected. From this sample, experimental groups were selected to take the tests, and control groups were chosen who would not take the tests but would fill out a questionnaire and an aspiration level scale. The questionnaire administered to both groups secured information on teaching rank, educational levels, salary, and career expectations. After the experimental groups were tested, the questionnaire was readministered to them to determine if any change had occurred in teacher aspirations as a result of taking the tests and receiving scores. Test scores of the experimental groups were compared with scores of college sophomores secured from College Board sources.

RESULTS AND POTENTIAL UTILIZATION

Comparison of the CLEP scores of vocational teachers with college students showed no clearcut evidence of differences in overall performance of persons between the ages of 21-60. However, it was felt that the GRE, which was mainly designed to measure in-class college level learning, posed more handicap for the vocational education teachers than did the CLEP. Since the CLEP appeared to have a potential as an admission test for such persons, it was recommended: that the CLEP be used for admission of vocational education teachers to graduate study; that the total cutoff score of 2250 (5 tests) be adopted for master's level admission; that teachers of Rank III might enter baccalaureate programs with scores of 2000 and above in lieu of other admission tests.

Questionnaire results indicated no change in teacher aspirations associated with participating in testing or receiving information on test scores, and it was felt that this implied a need for further inquiries into the dynamics of teacher behavior.

The final report includes tables on scores by degree levels, age brackets, comparisons with means of college sophomores, breakdowns of scores on the five test areas, etc. The appendix includes the original proposal, the interim report, information on test sites and test samples, and CLEP norms by level of education of participants.

A subsequent study, done on the impact of admitting transfers to college programs based on CLEP scores, may be found under [illegible]002.

L. Turner

SUMMARY

TITLE OF PROJECT: Associate Degree Visibility and New Career Entry Status (ADVANCES) and Closing the Middle Manpower Utilization Gap, I and II (CTMMUG)

ORGANIZATION: Florida State University

PROJECT DIRECTOR: Maurice L. Litton

EXPENDITURES: $50,175.47

DURATION OF PROJECT: February 26, 1971 - June 30, 1973

PROJECT NUMBER(S): C1-0045; B2-5037; C3-0002

PROBLEM

In 1971 it was hypothesized that there were rungs missing in the career ladder at the middle manpower level in state government, business and industry, causing failure to utilize trained personnel. This project, in three phases was conducted in 1971-73. The initial phase, called "Associate Degree Visibility and New Career Entry Status" (ADVANCES) began in February 1971.

OBJECTIVES

Purposes of the initial phase of this project were to: (1) develop greater societal understanding and acceptance of occupational preparation at the technical, semi-professional, and mid-management levels offered by post-secondary occupational education programs with particular emphasis on two-year programs at vocational-technical centers and community colleges; (2) provide new entry levels in government, industry and business based on competencies gained in these programs; (3) provide a model and rationale for meaningful career-ladder opportunities through differentiated staffing; (4) foster identifiable compensation schedules for occupational education graduates; (5) and contribute cost effectiveness and accountability in personnel utilization. Literature searches and a series of conferences characterized this planning stage which led to several recommendations to be carried out in the continued project, CTMMUG.

PROCEDURES

In the second phase of the project, a study of job classes was undertaken in one government department -- Transportation; 336 job classes were reviewed and changes were recommended on 34 classes which would theoretically provide new entry levels for individuals, based on combinations of education and experience. Recommended revisions were sent to the State Bureau of Classification and Pay for review approval. Meetings and conferences held at the end of this study led into a third phase of the project in 1973.

This phase, CTMMUG II, extended the study of job classes to other government agencies, and examined a total of 1,950 additional job classes, as well as an intensive job factoring analysis of some specific classes. A total of 83 additional classes were recommended for revision in order to better utilize potential personnel. A review of all job classes revealed only a few for which no programs were available to train individuals. It was found that due to low population

of the five selected classes, it was not feasible at that time to develop curricula.

RESULTS AND POTENTIAL UTILIZATION

A total of 2,200 jobs were reviewed during the three phases of this project. Of 34 recommendations made for major modifications in the second phase, 28 were approved by the Bureau of Classification and Pay, representing 1,637 statewide jobs which did not previously effectively utilize graduates of the middle manpower training programs. The additional 83 recommended changes were under consideration at the time of the third phase final report, representing an additional 2,861 statewide positions subject to potential revision.

The final report for CTMMUG II #C3-0002 details recommendations and approved revisions of the 28 classes and recommendations for revision, plus lists of course offerings available for the 83 job classes recommended for revision in the final phase. A final report for Phase II may be found under #B2-5037. There is no final report for the first phase of the project.

A study done by the Department of Education Research and Development Section in 1977 revealed that no followup was done after 1973 and the full impact of the project was not known.

SUMMARY

TITLE OF PROJECT: Coordinate Special Impact Assessment Activities

ORGANIZATION: University of West Florida

PROJECT DIRECTOR: Dr. L. H. Perkins

EXPENDITURES: $31,150.00

DURATION OF PROJECT: September 1, 1976 - July 30, 1977

PROJECT NUMBER: B7-0179

PROBLEM

The Division of Vocational Education has for several years conducted a variety of activities which will evolve into a fully developed evaluation system for all vocational education programs, services, and activities within the State. Such activities include: 1) statewide followup of persons completing vocational education programs, or leaving programs with marketable skills; 2) coordination of statewide system to evaluate vocational education programs, services and activities for all students in secondary, prevocational and preparatory vocational education programs in school districts and community colleges; 3) design of a program of analysis of students and employer follow-up surveys to determine bases for program analysis and improvement; 4) design of a system to evaluate processes and products of vocational education programs at secondary and postsecondary levels.

In conjunction with the last activity, a need was seen to design, develop, and implement a system to conduct impact assessment of each product produced through the Division of Vocational Education.

OBJECTIVES

Therefore, in 1976, a project was initiated through the University of West Florida for the purposes of conducting an impact assessment of products disseminated and diffused through the Division of Vocational Education, and conducting varied analyses of impact assessment data.

Specific goals of the project were to: develop a system for validating and administering a review to assess distribution and installation of products; assist in the development, implementation and continuous review of a system to determine the quality and effectiveness of the dissemination/diffusion program; assist in planning and participating in periodic regional, local or statewide dissemination and diffusion; conduct identified analyses with computer assistance; conduct review of data analysis with Division of Vocational Education staff and other selected educators to identify factors related to dissemination plans;

conduct additional studies to determine why source members of target audience do not use products received; publish a guidebook and provide inservice to Division of Vocational Education staff on methods of analyzing and utilizing impact assessment data for product installation improvement.

PROCEDURES

A coordinator of the project was employed to work in the Division of Vocational Education, and directly with the administrator of Vocational Dissemination/Diffusion Section. The coordinator was to develop a management plan for carrying out the major phases of this project to be submitted to the Chief, Bureau of Vocational Research, Dissemination and Evaluation for review and approval.

RESULTS AND POTENTIAL UTILIZATION

No final report is available on dissemination for this project. The project was continued in 1978 under project #71E13.

SUMMARY

TITLE OF PROJECT: Coordinate Vocational Curriculum Development Activities

ORGANIZATION: University of West Florida

PROJECT DIRECTOR: Dr. L. H. Perkins

PROJECT COORDINATOR: Dr. John Crittenden

EXPENDITURES: $54,802.00

DURATION OF PROJECT: June 19, 1975 - June 30, 1977

PROJECT NUMBERS: 05-[illegible]08; BR6-0202

PROBLEM

The Vocational Education Division has been for the past three years, concerned with numerous diverse curriculum development activities throughout the state. These include: development and dissemination of Florida V-TECS Catalogs; assessment of curriculum needs at all levels; Curriculum Development Laboratory Activities; the Vocational Education Curriculum Delivery System; and the Vocational Division's curriculum evaluation program. To make such programs effective, they must be coordinated; cooperative efforts of related disciplines are needed for planning, assigning resources, implementing and evaluating the adequacy and effectiveness of the separate activities. Therefore, in 1975 it was felt that a single coordinator was needed to provide Division representation and liaison between the several programs.

OBJECTIVE

A project which was funded through the University of West Florida in FY 1975-76 and again in 1976-77 provided for a coordinator of the various curriculum activities of the Bureau of Vocational Research, Dissemination and Evaluation, in order to organize, implement, monitor and evaluate the systematic programs described above.

PROCEDURES

The coordinator worked cooperatively with the program directors to establish priorities and eliminate unnecessary curricular duplications; assisted in conducting needs assessments at various institutional levels; and represented the Bureau on statewide curriculum coordinating functions, comprehensive programs with the Curriculum Lab, and on review and evaluations of curriculum content.

RESULTS AND POTENTIAL UTILIZATION

The coordinator's functions, which have contributed to the accomplishment of Division goals, are described in a final report for project #C6-0202, which lists activities related to: 1) V-TECS Board of Directors; 2) needs assessment; 3) Vocational Curriculum Lab; 4) Southeast Curriculum Coordinating Council; and 5) statewide and miscellaneous curriculum coordinating functions. The report will not be disseminated.

SUMMARY

TITLE OF PROJECT: Florida Coordinating Council Development Project

ORGANIZATION: University of South Florida

PROJECT DIRECTOR: William P. Danenburg

EXPENDITURES: $330,399

DURATION OF PROJECT: July 14, 1975 - December 14, 1976

PROJECT NUMBERS: CC5-01, CC5-02, CC5-03, CC5-04, CC5-05, CC5-06, CC5-07, B6-0320, B6-0321, C6-008, C6-009, B7-0012

PROBLEM

Educators are constantly faced with the problem of maintaining and improving the quality of their programs, while at the same time, limited educational funds demand more efficient use of every dollar. One means of dealing with this compound problem in vocational-adult education and community service programs appeared in 1975 to be the improvement of coordinating council operation.

In keeping with State Board of Education Rules set down in 1971 (Florida SBE Rules 6A - 14.37 and 6A - 6.67) each community college district in the State was required to organize a coordinating council for vocational and adult education and community instructional service programs for the purpose of reviewing the total voc-ed programs being offered, making recommendations and encouraging needed changes or new offerings, while avoiding duplication of effort. Current studies done prior to the project described here had, however, shown that member institutions perceived considerable differences in function, practice, importance, and effectiveness of their councils. This led the Division of Vocational Education to initiate a project at the University of South Florida in 1975-76 to examine council operations and procedures.

OBJECTIVES

The purpose of the project was to examine ongoing council operations and to evaluate and develop alternative procedures for operation of coordinating councils throughout the state. Specifically, six models would be designed to strengthen local administration of vocational programs by providing procedure for local councils to: organize and work cooperatively in providing vocational programs appropriate to student needs, geographical locations, economic, and labor markets; and to evaluate the coordinated system set up in the models.

PROCEDURES

The first phase of the project, the planning stage, concerned itself first with a comprehensive study of all 28 coordinating councils to determine each council's characteristics, strengths, and variables related to special

local needs. Based on data secured from this study six pilot sites were chosen, along with a liaison person from each council, called a facilitator. Questionnaires were also developed during this phase to be sent out to each of the selected councils. Responses to these questionnaires included the information on each council's goals, objectives and strategies for achieving these objectives. These council responses actually provided the material for building the individual models. Most of the councils then appointed steering committees to work with the facilitators in developing the models.

In the next phase the models were designed (a different one for each pilot site) for utilization at each site to determine the effectiveness of the design. This "implementation" phase was initiated by a project conference in February 1976, at which time all councils and DOE personnel were given the completed models, and work sessions held at the conference provided members with information on implementation of the models. The six pilot sites chosen were:

Brevard Community College District - which included Brevard County Public Schools and Brevard Community College

Broward Community College District - which included Broward County Public Schools and Broward Community College

Chipola Junior College District - which included the school districts of Calhoun, Holmes, Jackson, Liberty and Washington Counties, and Chipola Junior College

Florida Junior College District - which included school districts of Duval and Nassau Counties and Florida Junior College at Jacksonville

Manatee Junior College District - including school districts of Manatee and Sarasota Counties and Manatee Junior College

St. Johns River Junior College District - including school districts of Clay, Putnam, and St. Johns Counties and St. Johns River Junior College

RESULTS AND POTENTIAL UTILIZATION

The project staff developed an assessment instrument (Process Progress Inventory - PPI) which required a detailed report of each council's examination of its objectives and progress and plans--this assessment was administered three times during the project and monitored by each steering committee and facilitator. Based on the evaluation it was determined that the pilot councils had increased their effectiveness beyond that of other councils (based on the definition from the State Board of Education Rules for Coordinating Councils).

A plan was devised for dissemination/diffusion of the six models of operating procedures, as tested and evaluated, to local administrators in other coordinating council districts in the State. Some means of dissemination which were in operation early in the project included: regular mailings of information to involved and interested parties; involvement of legislative personnel and educational experts in project meetings; and wide distribution of quarterly reports. Two articles published in the Florida Vocational Journal (October 1976 and March 1978) described the procedures, purposes, and overall activities of the project, thus providing additional publicity for the project and its accomplishments.

The two-volume final report for the project, microfiched under project #CC5-01, discusses in detail the six separate models designed and implemented, and the evaluation of each. The report contains copies of the refined models, guidelines for council development, the final evaluation report, the dissemination/diffusion plan, and recommendations to coordinating councils and other interested personnel.

L. Turner

SUMMARY

TITLE OF PROJECT: Cost Effectiveness - Analysis of Vocational-Technical Education Programs

ORGANIZATION: Florida State University

PROJECT DIRECTOR: Dr. Richard Kraft

EXPENDITURES: $13, 708.80

DURATION OF PROJECT: October 1, 1968 - June 30, 1969

PROJECT NUMBER: 569-124

PROBLEM

Estimating and projecting capital and operational costs of educational programs appeared, in 1969, to be a major problem within the Florida public school system. A more effective financial reporting and budgeting system seemed called for, especially in view of increasing student enrollment and demand by employers for occupational skills. Several questions were raised which called for investigation: 1. Did existing vocational technical education programs provide positive cost-utility relationships? 2. Could a cost-effectiveness analysis be used to develop utilization models for human resources and space facilities? 3. Could a cost-utility analysis be an effective technique for educational planners at local levels to use as a conceptual tool for a planning, programming and budgeting system?

OBJECTIVES

The threefold purpose of this study was to: examine public and private costs of selected vo-tech programs; develop formulae for educational administrators to use in planning for staff, facilities, etc.; and provide a cost-utility model as a tool for a budgeting system.

PROCEDURES

The study was conducted in two area vocational-technical centers, and cost-effectiveness relationships were considered from two aspects--the utility of programs in terms of monetary return on public or societal investments, and private monetary returns to the individual graduates of such programs. Data was secured from student records of program graduates. The private rate of return examined was based on a non-experienced 1968 graduate of an Electronics Technological program, who invested two years of foregone earnings, plus direct cost of his training. The public rate was assessed on the basis of a two year investment in cost of educating a graduate of the program.

RESULTS AND POTENTIAL UTILIZATION

In the case of the private return rate, the amount received in average increased

earnings after graduation yielded a rate of return of 2.5 at the very minimum, not including any pay increases during the two years following graduation. The public rate of return was assessed on the additional taxes paid by the graduate during the first year of employment (not including any possible pay increases) and indicated a cost-utility ratio of less than three years to return the public investment.

Results of the investigation included: the private rate of return on educational investments in vo-tech education was very high in Florida; all public cost-utility ratios indicated a positive rate of return; returns appeared to be higher in specialized programs than in broad occupational programs; the theory was verified by the study that cost-effectiveness procedures allowed the forecasting of costs of new programs over a period of years; and that such a forecast would be valuable in comparing benefits from the more efficient utilization of vocational facilities.

It was concluded from this study that cost-effectiveness analysis could become a tool in manpower planning which would allow for more efficient adaptation of the education and training system to the needs of the economic system. The final report on this project includes the cost-analysis on the programs studied in the two vo-tech centers, and a number of tables of data.

L. Turner

SUMMARY

TITLE OF PROJECT:	Design a Management Information System for State Implementation
ORGANIZATION:	Bay County School District
PROJECT DIRECTOR:	Thomas E. Smith, Curtis Jackson
EXPENDITURES:	$60,256.00
DURATION OF PROJECT:	April 19, 1973 - June 30, 1974
PROJECT NUMBERS:	BR3-0798, BR3-0853

PROBLEM

Although the Department of Education Division of Vocational Education had been developing a management system for information vital to the operation of its programs, as of 1973 this system had not been applied to financial accounting. It was felt in Bay County that a need existed for management system approach to accountability by relating cost to accomplished goals--a system which would contain a single source of useful data needed for management decisions at all levels. This system should encompass information on pupils, personnel, finance, facilities, programs, etc. The project described here, was therefore designed to set up and test a pilot program at district level.

OBJECTIVES

The purposes of the project were to: determine the data needs of all educators in the district and consolidate such information into centralized data banks; determine inservice needs; interface with the Vocational Division on needs in completing their Management Information System (MIS) development; and prepare a procedures handbook for district use.

PROCEDURES

During the pilot program begun in April 1973, project staff contacted all high school principles and Vocational Technical center administration to acquaint them with purposes of the system and provide them with forms on which they could indicate their data needs. Preparation was made also to gather data from elementary schools and community representatives which would be utilized in the system as it developed. A number of tentative data forms, record formats and system codes were designed at this time--samples of which are on file with the contract.

In June 1973 an additional project was funded to continue the activities begun under the pilot program. Faculties were to be contacted in groups and provided with forms for submitting their data. Data received would be classified to determine the best method for storage, and a system analyst was employed to set up data systems and programs. A handbook was also to be

produced to include all forms, procedures, and a step-by-step description for utilization of the system which would serve as a guide for other districts desiring to set up such a system. Inservice sessions were planned for district personnel on management techniques.

RESULTS AND POTENTIAL UTILIZATION

No final report is available for this project. Correspondence attached to the contracts indicates that numerous verbal interim reports were given at meetings with Division of Education personnel. A letter from the project director dated June 1974, (on file with contract material) produced information that the data bases had been established and would continue to undergo intensive testing in subsequent months. The letter also stated that since considerable refinement and organization of the data elements would take place after the testing, a report would be filed in December along with "Specifications for Functions, Systems and Programs", and a Users Handbook. Such material could not be located to be placed on microfiche.

L. Turner

SUMMARY

TITLE OF PROJECT:	Development and Validation of Vocational Instructional Standards
ORGANIZATION:	Dade County School District
PROJECT DIRECTOR:	Ernest Upthegrove
DURATION:	July 1, 1975 - June 30, 1976
EXPENDITURES:	$26,296.00
PROJECT NUMBER:	BR6-0157

PROBLEM

In 1975 recently enacted legistation required local school districts to take positive steps to insure quality, efficiency and effectiveness of vocational programs. Such a requirement would necessarily involve instructors and administrators at local levels, as well as consultants and administrators from the State Department of Education (SDE). A project was therefore initiated in 1975 to address this problem.

OBJECTIVES

This project, conducted in Dade County was designed to: 1) assist the Division of Vocational Education, SDE, in the development and validation of vocational instructional standards and procedures to be used statewide; and 2) develop and validate specific standards and procedures for 30 vocational courses.

Specific objectives were to: 1) identify existing generic vocational program standards and procedures for assessing such standards; synthesize existing generic vocational program standards and procedures for submission to various educational representatives for review and reaction; determine the appropriateness of identified standards, specify those needing additional development, and develop such standards and procedures as identified; prepare lists of standards and procedures, verify them in selected schools, make revisions as needed, and prepare final list of generic vocational program standards and procedures for submission to SDE.

PROCEDURES

The project staff worked closely with personnel from the Office of Vocational and Adult Education of Dade County Schools, The SDE Division of Vocational Education, selected supervisory personnel and teachers in Dade County; and the Region Area Program Coordinator and Staff. Procedures to be followed were: identify existing standards for the designated vocational courses; review these standards and procedures for applicability and appropriateness; adopt or adapt these standards, and develop new or additional standards

and procedures as needed; validate, revise as needed, and prepare for dissemination, the final manual of course standards with accompanying procedures.

RESULTS AND POTENTIAL UTILIZATION

It was anticipated that a manual of course standards would be prepared. However, in the absence of a final report on the project, there is no record on file at this time describing specific results from the project.

L. Turner

AD 17

SUMMARY

TITLE OF PROJECT: The Development of a Programmed Guide for Local Vocational Directors to Use in Cost-Benefit Analysis

ORGANIZATION: Florida State University

PROJECT DIRECTOR: Robert Andreyka (James F. Wilkerson)

EXPENDITURES: $6,500.00

DURATION OF PROJECT: January 13, 1975 - June 30, 1975

PROJECT NUMBER: C4-016

PROBLEM

Although several cost benefit and cost effectiveness studies have been conducted in the field of vocational education, the completed studies have been too technical for anyone other than statisticians and economists to understand. The statistical symbols and procedures are not generally understood by people needing to use techniques of cost benefit analysis for vocational programs at local levels.

Cost benefit analysis and cost effectiveness analysis are terms commonly used to describe economic analysis of any program or action. The intent of such an analysis would be to provide criteria for decision-making in allocation of a given set of scarce resources. Since county vocational directors are often called upon to allocate scarce resources, a need has existed for some time for a guide to practical cost benefit analysis.

OBJECTIVES

Therefore in 1975 a project was conducted at Florida State University for the purpose of developing a guide to provide district level vocational program directors with an understanding and utilization of basic procedures of cost benefit analysis.

PROCEDURES

The project staff designed an outline of the basic form of the guide and a draft copy was submitted to a review group designated by the Department of Education, Bureau of Vocational Research and Evaluation to examine and suggest revision.

A fieldtest was then conducted in twelve districts--four small, four medium and four large counties; half the counties received instructions in use of the guide and half did not, in order to test the premise that the guide was simple enough for local directors to use effectively without assistance being provided to the user. Feedback on the utility of the guide would provide the basis for final revision and preparation of a finished form of the document for review by the Bureau of Vocational Research, Evaluation and Dissemination. The Bureau would then assist in plans for dissemination and diffusion of the final product.

RESULTS AND POTENTIAL UTILIZATION

The product of this project was a four part guide for the use of local vocational program directors. Part I of the guide introduces the reader to the guide's format and the concept contained therein. Part II gives the components of cost benefit analysis; Part III discusses evaluation of vocational programs and contains sample problems. Part IV, the Appendix, includes reference materials such as illustrative tables and worksheets. This Guide was reproduced in 1977.

SUMMARY

TITLE OF PROJECT:	The Impact on Vocational Education in Florida of Admissions Policies Based on the College Level Examination Program (CLEP)
ORGANIZATION:	Florida Board of Regents - University System
PROJECT DIRECTOR:	G. Emerson Tully
EXPENDITURES:	$8,000.00
DURATION OF PROJECT:	July 1, 1975 - June 30, 1976
PROJECT NUMBER:	C6-002

PROBLEM

In 1972 a study was done to assess the suitability of using the general examinations of the College Level Examination Program (CLEP) as an admissions battery for vocational education teachers applying for graduate and undergraduate study in the public universities of Florida, in lieu of other entrance examinations. Between 1972-75 most public universities with masters programs in vocational education accepted the CLEP scores in place of the Graduate Records Examinations. It seemed necessary by 1975 to determine the impact of the use of CLEP scores for furthering professional development of vocational education teachers.

OBJECTIVES

The study done in 1975 attempted to ascertain whether vocational education teachers who took the tests in 1972 had made use of their test scores to attain higher degrees and consequent changes in teaching rank and salary levels. The study also sought to determine the views of vocational teachers on use of credit by examination for professional development, and how they felt about the CLEP cutoff scores established for credit and admission to degree programs of study.

PROCEDURES

Subjects of the 1972 study were traced, and those located (450 of the original 730) were sent questionnaires to secure the desired information. Responding subjects were classified into two groups--those who had used CLEP scores to further their professional development, and those who had not. The respondents questionnaires were paired with their responses from the earlier study.

RESULTS AND POTENTIAL UTILIZATION

Data analysis revealed that: (1) subjects who used their CLEP scores for college credit and application to degree programs attained higher teaching rank and higher levels of education with greater frequency than did subjects who did not use their CLEP scores; (2) no significant difference in the two groups was found relative to moving into higher salary brackets;

(3) 94% of all respondents believed the study contributed to the professional development of vocational education teachers; (4) 68% of all respondents agreed with recommendations made in 1972 on CLEP cutoff scores.

Recommendations were made that in 1980 a review should be made of admission policies of state universities; and that school districts should be apprised again of the potential of CLEP and of alternative procedures for special administration of the CLEP to their teachers.

The final report includes a summary of the 1972 study and copies of the questionnaires used for both studies. The 1972 study may also be found under project #C2-5034. In a survey done in 1977 by the Department of Education Vocational Research Section, it was revealed that 110 teachers tested in 1972 had benefitted from participation in both projects. One-half of these used CLEP scores for higher degrees or teaching rank. It was felt that the number would have doubled had all participants been reached.

L. Turner

AD 21

SUMMARY

TITLE OF PROJECT:	Perceptions of the Roles of State Vocational Program Consultants
ORGANIZATION:	Florida State University
PROJECT DIRECTOR:	Dr. L. V. Rasmussen
PRINCIPAL INVESTIGATOR:	Gail Trapnell
EXPENDITURES:	$8,150.00
DURATION OF PROJECT:	April 18, 1977 - August 31, 1977
PROJECT NUMBER:	BR7-0233

PROBLEM

The numerous changes and increase in programs in vocational education in recent years have been reflected in changes in the roles of regional program consultants in the Florida Division of Vocational Education. Such changes, it was felt, contained the potential for mismatched expectations of individual job roles, both within the Division and between the Division and the clients served by the program consultants.

OBJECTIVES

The purpose of the study, therefore, was to determine the discrepancy which might exist between views of the role of the regional program consultants, as perceived by the incumbents and by the clients served at local levels--specifically, district level vocational directors, dean-directors of vocational education at community colleges, and district level vocational education supervisors/consultants/curriculum specialists. Variables which were believed to affect these perceptions, such as size of district or college, geographic location, individual and professional characteristics of respondents, were included in the instrument design.

PROCEDURES

A survey instrument was designed to gather data regarding respondents' perceptions of actual and ideal role of regional consultants regarding such factors as program improvement, curriculum, and instruction, staff development, program resources, etc. The instruments were mailed to four groups--the regional program consultants and to the three client groups listed above.

RESULTS AND POTENTIAL UTILIZATION

Of 241 questionnaires sent out a total of 186 (77.1%) were returned. Conclusions drawn from analyses of data indicated that the role perception of the regional program consultants, as seen by the incumbents and clients, was different; however, the difference was slight or considerable depending

on the different sets of variables. Though no accute restrictions at the Department of Education level were identified, the organizational structure of the Department was perceived as the greatest impediment in implementation of the responsibilities of the program consultants at the regional level.

A number of recommendations for program improvement and further research were made and appear in the project's final report. Included in the report are also detailed tables and graphs illustrating the findings of the survey and analyses of data.

L. Turner

AD 23

SUMMARY

TITLE OF PROJECT:	Study of Post Secondary Occupational Education in Florida
ORGANIZATION:	Florida Community Junior College Inter-Institutional Research Council, University of Florida
PROJECT DIRECTOR:	James L. Wattenbarger
PROJECT COORDINATOR:	Dr. Michael I. Schafer
EXPENDITURES:	$13,914.56
DURATION OF PROJECT:	July 1, 1970 - June 30, 1971
PROJECT NUMBER:	C1-0003

PROBLEM

The increasing sophistication of American technology and the knowledge explosion accompanying it, have generated a need for a new spectrum of occupations in our society. These occupations in both industry and the service professions require education at the semi-professional and technical level. In Florida this type of education is being offered at the post-secondary level by the community colleges in occupational education programs and by the area vocational centers.

The recognition of the importance of occupational education to our society implies a need for comprehensive and accurate information which will provide a description of occupational education programs in Florida.

OBJECTIVES

The objectives of this project were: 1) to compile information on the development, implementation, and evaluation of post-secondary occupational education programs in Florida; 2) to develop models for more effective and efficient procedures for developing, implementing, and evaluating post-secondary occupational education in Florida; 3) to develop a model for continuous collection of data related to post-secondary occupational education in order to maintain accurate and complete information.

PROCEDURES

This study was conducted in 27 junior colleges and eleven area vocational centers in Florida.

The characteristics of students in occupational education were examined through the use of the Career Planning Profile (CPP). The CPP is a comprehensive guidance instrument developed by the American College Testing Service (A.C.T.) and designed especially for use with students in occupational programs. The A.C.T. administrated the CPP to a sample group of students and later gave a follow-up questionnaire to the same group

A.C.T. performed the analysis for both questionnaires and provided participating institutions with individual reports of each of their students as well as a summary analysis for each institution.

Data related to the planning, implementation and evaluation of occupational education programs were obtained by three different procedures. First, a comprehensive questionnaire was administered to faculty members, program directors and those in charge of occupational education; second, a shorter questionnaire was administered to each participating institution's lay advisory committee members. For the third procedure, structured interviews were conducted at each institution with personnel chosen from each of the above mentioned groups.

RESULTS AND POTENTIAL UTILIZATION

Documents have been compiled and disseminated which contain a detailed analysis of the data collected through the questionnaires and the interviews.

As a result of this study the following general conclusions were made: 1) duplication of expensive programs with small enrollments in some fields were evident; 2) institutions varied considerably in requirements for completion of similar programs; 3) a need existed for strong placement-counseling programs; 4) a need existed for job-market assessment prior to program development; 5) there was a need for good work-study programs; 6) there was a need for more student involvement in program planning, implementation, and evaluation; 7) a need existed for more systematic and extensive follow-up studies.

The three documents produced in this study may be found under project # C1-0003#1, C1-0003#2, and C1-0003#3. In a survey done by the Department of Education Vocational Research Section in 1977, it was learned that the products resulting from the study were still in use, and that better administration of vocational programs and improved student counseling resulted from the project.

T. Trimble

SUMMARY

TITLE OF PROJECT:	Workshop to Standardize Vocational-Industrial Course Offerings
ORGANIZATION:	Brevard County School District
PROJECT DIRECTOR:	Burgess A. Meadows
EXPENDITURES:	$1,300.00
DURATION OF PROJECT:	June 26, 1967 - June 30, 1968
PROJECT NUMBER:	568-9

PROBLEM

All Industrial Education programs must recruit teachers from industry. Such persons are skilled in their individual trades, but have little or no formal teacher training--nor do most of them know the general needs of industry. This situation in Brevard County in 1967, coupled with the necessity of standardizing curriculum throughout the county to promote more efficient learning experiences, appeared to call for positive steps toward a solution.

OBJECTIVES

Therefore, a workshop was designed for the purpose of developing a curriculum guide to meet general needs of industry in each trade and to standardize curriculum offerings in these trades throughout the county. A secondary purpose was to develop daily lesson plans to assist new teachers in formulating individualized teaching procedures.

PROCEDURES

Project plans were to formulate a philosophy on which curriculum guides would be based. Individual teachers were to discuss local training needs with an advisory committee. Curriculum guides were to be structured into separate isolated segments of instructional material which would allow for individual student aptitudes, interests and abilities.

RESULTS AND POTENTIAL UTILIZATION

No final report is on file for this project. However, four curriculum guides which were developed for Auto Mechanics, Building Trades, Vocational Drafting, and Technical Electronics, are all available on microfiche under project #568-9. These four guides may also be found in the county Vocational Education Office.

L. Turner

AGRICULTURE

SUMMARY

TITLE OF PROJECT:	The Development and Verification of Professional Competencies for Vocational Agriculture Teachers
ORGANIZATION:	University of Florida
PROJECT DIRECTOR:	Dr. Carl E. Beeman
EXPENDITURES:	$9,500.00
DURATION OF PROJECT:	July 1, 1976 - June 30, 1977
PROJECT NUMBER:	C7-004

PROBLEM

The large number of teaching positions in agribusiness and natural resources in Florida in 1976, together with the anticipated future demand for persons trained in this field, created a need for identification of the critical competencies required by such teachers.

OBJECTIVES

The central purpose of this study was to identify and verify the professional competencies which should be possessed by beginning teachers of agribusiness and natural resources in Florida. To achieve this purpose, the specific objectives of the project were: to identify these professional educational competencies as perceived by incumbent teachers and joint staff members (teacher educators and county supervisors in the field); to determine competencies based on input of teachers and staff in agricultural education in Florida; and to compare these perceptions according to selected demographic characteristics.

PROCEDURES

Closed-form opinionaires were designed, listing 179 competencies to be considered by respondents, and sent to the two groups named above. Sixty percent (370 opinionaires) of the mailing was returned.

RESULTS AND POTENTIAL UTILIZATION

The resulting data were analyzed from the opinions of 348 teachers and 22 joint staff members in Florida. Means resulting from combining the input of the two groups yielded the following results: 98 (55%) of the competencies listed were rated high to very high in importance; 75 (42%) were considered moderate to high; and 6 (3%) were considered low to moderate. Staff members rated all competency categories higher than did teachers. Combined group input ranked the following categories of competencies from most important to least important; instructional planning; instructional management; instructional

evaluation; FFA; guidance; professional role and development; coordination and supervised occupational experience programs; program planning, development and evaluation; instructional execution; school-community relations; and adult education.

Based on implications of the data and its analysis, recommendations of the project staff included: competencies identified and verified should be incorporated into the agricultural teacher education curriculum in Florida; appropriate instructional materials should be adopted or developed for each competency incorporated; behavioral objectives should be developed for each competency incorporated; and the study should be replicated in five years.

The final report contains detailed analyses of all data, and a sample of the instrument used.

L. Turner

SUMMARY

TITLE OF PROJECT:	Florida Catalog of Occupational Education Objectives for Ornamental Horticulture AND Dissemination of Ornamental Horticulture Assessment Materials: An Evaluation of Methods
ORGANIZATION:	University of Florida
PROJECT DIRECTOR:	James A. Barge & Glen Shinn
EXPENDITURES:	$3,400.00 (dissemination)
DURATION OF PROJECT:	January 4, 1971 - October 1, 1972 July 1, 1972 - June 30, 1973
PROJECT NUMBERS:	710-063; B3-0022

PROBLEM

Programs to prepare workers in agribusiness fields are constantly in need of updated resource materials which will improve methods of preparing persons for employment in the fields. As a need was seen to determine the extent to which current programs in ornamental horticulture prepared persons for entry level work and to provide materials which would successfully meet employer needs for nursery workers, the project described here was conducted at the University of Florida in 1971-72.

OBJECTIVES

Project objectives were to: develop goals and objectives in the field of nursery operations and organize them into a hierarchy from general to specific objectives; and develop instruments and procedures to assess behavior needed for entry level nursery workers in ornamental horticulture.

PROCEDURES

Development of the catalog was undertaken in two phases. In the first phase of the project a comprehensive list of goals and objectives for the field was developed. From this list, specific performance objectives were developed for "nursery operations." Criterion referenced test instruments were then developed and field-tested on a limited basis in six selected schools to assess the identified behavior needed for entry-level employment.

In the second phase of the project, items developed in Phase I were extensively field-tested in 19 schools identified by the Agriculture Education Staff. Workshops were held for inservice training to prepare teachers to assess the materials. Approximately 30 nursery operators were also asked to evaluate the Catalog of Objectives to identify objectives appropriate for assessing entry level requirements of nursery workers.

RESULTS AND POTENTIAL UTILIZATION

After field-testing and completion of resultant revisions, a catalog entitled The Florida Catalog of Occupational Education Objectives - Series Agricultural Occupations Part I - Ornamental Horticulture Nursery Operations. was printed in four sections. It included all facets of nursery operations, equipment needed, goals and performance objectives of nursery workers, and two series of assessment instruments to assess competencies required for entry level employment of a nursery worker. A field trial edition of the catalog may be found under project #710-063.

In 1973 a project was funded (B3-0022) for the purpose of providing dissemination of the catalog. Dr. Glen Shinn directed this project to determine the most effective method of dissemination, and conducted a clinic for opinion leaders in ornamental horticulture, at which materials were disseminated. Control groups were identified and materials were mailed to them. Stated plans were to evaluate dissemination methods utilized; however, no final report is on file for this dissemination project.

L. Turner

SUMMARY

TITLE OF PROJECT: Florida Project Agriculture

ORGANIZATION: University of Florida

PROJECT DIRECTOR: Douglas Patterson, J. W. Hensel

EXPENDITURES: $81,892.64

DURATION OF PROJECT: January 8, 1971 - June 30, 1974

PROJECT NUMBERS: C1-0010, B1-5130, C2-0003, C3-0004, C3-073, BR3-0866

PROBLEM

National agricultural needs have been changing and will continue to change over the next decade. The changes embrace not only farm production itself, but many related businesses and services. Farm related workers make up more than 1/3 of the nation's working population--the single largest national employment complex--with most of the personnel needing both pre-employment education and continuing education.

In recent years, farming has joined the ranks of big business, bringing a need for more efficiency in commercial farming. Further, more employees will be needed in agribusiness fields than in the production end of farming which continues to become more mechanized. Therefore, in 1971, it seemed essential to delineate manpower needs in these fields for tomorrow's agriculture, and to identify the kinds of programs necessary to prepare workers.

OBJECTIVES

The project, conducted in five phases, had as its broad purposes: to study the educational needs and occupational opportunities in Florida's agricultural industry; and by utilizing information secured, to prepare catalogs of performance objectives for programs at the secondary and postsecondary levels. Specific objectives were to: identify the number and types of occupations in the agricultural industry and the job skills or competencies needed by agriculture employees; develop guidelines for educational programs to develop these competencies in current and potential employees; disseminate this information to agricultural educators for utilization in curriculum development; and develop guidelines to coordinate agriculture education programs among institutions, and a system for monitoring and forecasting labor needs in agriculture.

PROCEDURES

This project, begun in January 1971, was continued through June 30, 1974. In the first phase (January to June 1971), steering and advisory committees were selected and initial plans for conducting the project were developed. Master lists of state agriculture businesses were developed and a brochure containing an overview of the projected study was produced.

In Phase II (FY 71-72) interview instruments were developed and Task Forces consisting of representatives of special areas of the agriculture industry were organized to conduct interviews. Agriculture employers (including farmers) were identified in each county and a random sample consisting of 4000 farmers and 4250 businesses, was chosen to be interviewed. Lists of job titles and the number of incumbents in each job title were compiled; catalogs of agricultural job titles and descriptions were completed for six segments of agribusiness and catalogs of agricultural occupational clusters were completed for three segments; 67 county study committees of agricultural educators were organized.

In Phase III (FY 1972-73) interviews of about 1/2 of the sample were completed and processed. In the Spring of 1973, with most of the manpower data compiled and tabulated, the focus of the project changed so that Phases IV and V as originally planned, were not implemented. Instead, the project was completed in a modified form and at this time, identified itself with the Vocational-Technical Education Consortium of States (V-TECS) for exchanges of information and identification of performance objectives for a limited number of agricultural occupations.

RESULTS AND POTENTIAL UTILIZATION

The final report, written in October 1973, notes that reports containing manpower information within the different fields of agricultural industry, were compiled for each county and sent out. Manpower demand data are included in tables in the final report (with relevant commentary where needed) showing employment figures for 1969, 1972 when the survey was taken, and a projection for 1975. Figures in these tables are tabulated under the seven agriculture industry categories defined by the U. S. Office of Education--Agriculture Production; Agriculture Supplies and Services; Agriculture Mechanics; Agriculture Products; Ornamental Horticulture; Agriculture Resources; and Forestry. Additional tables show figures broken down by the State's regional areas.

The final report is microfiched under #C3-073, and includes with it two interim reports for grant #'s C2-0003 and C3-0004 containing such pertinent information as lists of the Task Forces, reports of their progress, sample interview instruments, manpower survey forms, tables of manpower demand data by regional areas of the state, and the report for Escambia County.

When Florida Project Agriculture aligned its goals with those of the V-TECS project in 1973, the University of Florida agricultural staff began the identification of competencies for Turfgrass Management, Floriculture, Landscaping, and Farm Mechanics, rather than to attempt alone the identification of skills for the whole industry as initially planned. Results of these efforts may be found in the form of V-TECS Catalogs for Floriculture, BR5-0351; and Turfgrass Maintenance Workers, D3-0004.

In a survey done in 1977 by the Department of Education Vocational Research Section, it was learned that Florida Project Agriculture formed a backdrop for vocational agriculture's participation in the V-TECS program.

SUMMARY

TITLE OF PROJECT: Instructional Resource Development in Seafood Production, Pesticide Applicator Training, Turfgrass and Floriculture

ORGANIZATION: University of Florida

PROJECT DIRECTORS: Dr. Carl E. Beeman, Dr. Glenn Morrill

EXPENDITURES: $18,500

DURATION OF PROJECT: July 1, 1976 - June 30, 1977

PROJECT NUMBER: C7-001

PROBLEM

It was apparent in 1976 that very little instructional materials existed for student use in the four agribusiness areas of seafood production, pesticide applicator training, turfgrass and floriculture. Due to constantly changing technology in agriculture, it has become increasingly difficult for teachers and students to stay abreast of all agriculture fields. Geographic distribution and availablity of the few materials published do not allow all teachers access and time to identify, assess, and organize such materials. Therefore, the project described here was conducted at the University of Florida to perform such services for teachers in the four instructional areas named above.

OBJECTIVES

The project was planned to relate directly to the V-TECS efforts for agricultural education already undertaken at the University of Florida, and in some cases to expand on already developed materials. Specific objectives of the project were: to identify, describe, locate and assess supportive instructional materials needed by Florida teachers for use in the four named agribusiness fields; to compile, duplicate, and distribute materials to teachers in the selected program areas; and to prepare supplementary materials where needed.

PROCEDURES

A nation wide search was instigated to locate all available materials relevant to the four subject program areas; selected materials were reviewed and screened in each of the areas; materials considered appropriate to Florida were purchased; and other materials were developed where appropriate sources were not available.

RESULTS AND POTENTIAL UTILIZATION

A review of established needs for instructional materials in the areas of turfgrass, floriculture, seafood production and pesticide applicator training, determined that instructional materials available were probably adequate for seafood production and pesticide applicator training program areas, but were not for turfgrass and floriculture. Therefore, the following materials were made available or designed: 1) modularized teacher-student lesson materials

already prepared by Ellis Associates ("Principles of Pesticide Use Handling and Application") were selected as primary resources for use in pesticide applicator training in Florida; 2) an annotated bibliography was prepared and printed for the area of seafood production; and an annotated bibliography, together with a letter publication entitled "An Introduction to Careers in Pesticide Applicator Training" was printed; and 3) illustrated teacher and student performance guides, lesson planning manuals, and up-to date bibliographies were prepared in both the turfgrass and floriculture program areas, to be used as supplements to the V-TECS catalogs Turfgrass Maintenance Workers (D3-0004) and Floriculture (BRS-0351).

The material produced for Turfgrass Maintenance consisted of a set of two documents--a Teacher and Student Performance Guide and a Lesson Planning Manual. The Teacher-Student manual, written to accompany the V-TECS Turfgrass Maintenance Workers Catalog of Performance Objectives, provides students and teachers with more detailed descriptions of how to perform the tasks listed in the V-TECS Catalog. It is divided into five chapters covering general information on the industry, and specific information on individual tasks focusing on golf course maintenance. The Lesson Planning Manual provides the teacher with a guide for creating tests that measure the objectives of the V-TECS Catalog, and for preparing lessons related to those objectives. It contains sample tests and lesson plans covering the content of Chapter 2 of the Teacher and Student Performance Guide, which the authors felt could be used as a format for developing lesson plans and tests for the remaining chapters and tasks. This set of materials may be found under project #C7-001#2.

The second set of materials developed consisted of two manuals: Floriculture - A Teacher and Student Performance Guide, and Floriculture Lesson Planning Manual. The performance guide, written primarily for teachers was designed to accompany the V-TECS Floriculture Catalog of Performance Objectives, and expands on this catalog by explaining the nature and importance of each task listed in the catalog, identifying supplies and equipment needed and describing sequential steps in detail. It contains eight chapters on each duty area of the field of floriculture -- preparation of soils; propagation and planting; cultural and environmental control practices; irrigation practices; plant pest and disease control; harvesting floriculture crops; packaging; storage and shipment; and miscellaneous maintenace and repair operations. The Lesson Plan Manual provides the teacher with a guide for creating tests to measure the objectives specified by the V-TECS Catalog and assists the teacher in preparing lessons to cover the content of those objectives. It contains sample tests and lesson plans covering Chapter I of the Performance Guide, which was designed as a format for use in developing lesson plans and tests for the remaining chapters in the Performance Guide. These two documents may be found under project #C7-001#3.

BUSINESS EDUCATION

SUMMARY

TITLE OF PROJECT: Comparative Studies in Business Education Programs

ORGANIZATION: Florida A & M University

PROJECT DIRECTOR: Dolores M. Robinson

EXPENDITURES: $4,993.19

DURATION OF PROJECT: April 9, 1974 - June 30, 1975

PROJECT NUMBER: D4-004

PROBLEM

Although considerable attention has been focused on efforts to compile accurate records on business education programs in the State for the past several years, in 1974 there was as yet no model that met this need. It seemed essential to identify and collect all the data that would effect program planning and evaluation in business education; therefore the project described here was conducted at FAMU in 1974 to attempt the compilation of numerical data on business education programs.

OBJECTIVES

Specific goals of the project were: (1) to determine the effectiveness of current business education programs in meeting manpower needs for the State; and (2) to determine changes needed in curriculum offerings and new programs which might be needed for emerging occupations. It was hoped also that the model for data collecting to be designed would serve in some exemplary way for other sections of the Division of Vocational Education.

PROCEDURES

The design of the project called for existing business education programs in state Regional Areas II and III (28 counties) to be evaluated by: collecting enrollment data for the five year period between 1970-75; collecting data on employer needs; and comparing enrollments with available jobs to assess whether current enrollment was meeting labor market needs. Data was to be collected through personal visits, questionnaires, and phone calls. Three counties were randomly selected for personal visits, while all others would be contacted by phone or survey questionnaires. A contact person was designated as investigator in each county--this person was to conduct the survey in his appropriate high school and/or vocational school offering business education courses in grades 9-12 or 13-15. The survey instrument examined nine subject areas of business education curriculum.

RESULTS AND POTENTIAL UTILIZATION

The project was not fully completed due to difficulties encountered in the process of collecting data. Although there is no final report on file, a progress report, filed with the contract materials, contains data on the

findings obtained. Fourteen of the 28 counties responded (a 50% return). Comparison of data from the responding counties was made between the content areas of business education to determine whether the taxonomy differed from categories specified in the Dictionary of Occupational Titles. It was found that reporting systems varied from school to school. Some observations were made based on the information secured. They include: (1) discrepancies in record keeping from school to school might indicate a need to develop a statewide reporting system; (2) a major area of enrollment for each student should be established to eliminate reporting problems (duplication of enrollment listings); differences in responses from school to school might be due in part to different types of educational facilities and level of programs; the survey was useful for inventory purposes, but it was difficult to determine the demands of labor in any area of enrollment. It was also suggested in the progress report that a system-wide data bank of enrollment by county would be useful.

SUMMARY

TITLE OF PROJECT: Controlled Vocabulary Approach to Teaching Shorthand

ORGANIZATION: Duval County School District

PROJECT DIRECTOR: Everett L. Groover

PRINCIPAL INVESTIGATORS: James T. Ranson, Donald Reese, and Edgar R. Smith

EXPENDITURES: $15,000.00

DURATION OF PROJECT: March 19, 1974 - June 30, 1974

PROJECT NUMBER: C4-001

PROBLEM

Due to the high failure rates in high school shorthand throughout the country, coupled with an increasing demand for competent secretaries, a need was seen in 1974 to develop a method for improving achievement of shorthand learners.

OBJECTIVES

An experimental study was undertaken in Duval County to determine whether an individual approach toward teaching shorthand would produce achievement levels superior to the current conventional teaching methods,

PROCEDURES

The study was conducted during the first semester in three county high schools. Three experimental classes with a total of 65 students, and 2 control classes with a total of 43 students were selected. The experimental, individual-approach classes used a variety of materials and techniques, including programmed texts, quizzes, reinforcement tapes, and new-matter tapes. Students were individually recycled for any lesson in which certain learning standards were not met. Additional activities were added after Lessons 7 and 12 (theory reinforcement tapes after Lesson 7, speed forcing tapes after Lesson 12.) The unique feature of the individual approach was allowing students time to master each lesson before proceeding to new material. Although students were taught a controlled vocabulary, speed test copy contained additional words. The control groups followed traditional classes and teaching procedures.

RESULTS AND POTENTIAL UTILIZATION

The experiment concluded with a series of speed tests--40, 50, and 60 word per minute dictation for one, two, and three minutes at each speed, using uncontrolled vocabulary. The measure on the tests was the number of standard words transcribed correctly.

Data resulting from the tests supported no conclusion of superiority of either group. However, after the study ended it was learned that one control group was not comparable to the experimental classes, since this class met double sessions and had already had one year of typewriting. Also, sample attrition throughout the semester created problems of imbalance, and it was felt that data

presented in the analysis section of the final report did not represent a true measure of achievement of either group.

Practically speaking, no differences were obtained between the control and experimental groups. Details on performance of each group, and of individual students, may be found in tables and graphs in the final report. Listed in the report also are several points which the project staff felt should be given further consideration.

L. Turner

SUMMARY

TITLE OF PROJECT:	Identification of Future Research in Business Education
ORGANIZATION:	University of Florida, Florida State University, Florida Atlantic University
PROJECT DIRECTOR:	James W. Crews
EXPENDITURES:	$6,420.00
DURATION OF PROJECT:	July 1, 1965 - June 30, 1966
PROJECT NUMBERS:	566-69; 566-70; 566-74

PROBLEM

In 1965 business teachers in Florida were in unanimous agreement that the most important question facing the field was the need to identify the skills, knowledge and understanding an individual needed to perform adequately in various business and office occupations. To this end, a committee was established comprised of representatives of three universities and of business and distributive education in the Florida Division of Vocational, Technical and Adult Education Division.

OBJECTIVES

The purpose of this joint effort was to identify problem areas in business education to be investigated and researched at a future date.

PROCEDURES

The overall effort was directed by Dr. James Crews at the University of Florida where project #566-69 was conducted. Project #566-70 at Florida State University was coordinated by Dr. Inez Frink; and #566-74 at Florida Atlantic University was coordinated by Dr. Ruth Brewer. The committee met several times in January 1966 and completed the collection of data between then and June 1966 by using a questionnaire developed after numerous personal interviews were conducted with teachers, supervisors and business teacher education personnel. These survey instruments were mailed to business education department chairmen in junior and senior high schools and junior colleges, selected business education supervisors at the county level, and all county vocational education directors and department heads, who were asked to distribute questionnaires to teachers. A total of 243 questionnaires were filled out and returned (there is no information on how many were distributed).

RESULTS AND POTENTIAL UTILIZATION

Data from the questionnaires were analyzed and categorized in seven sections in order of importance. Tables on the data appear in the final report of project #566-69.

Data obtained from the study seemed to indicate a valid need for research in business education in all but two of the categories identified. Occupational information and curriculum development were at the top of the priority listing, followed by the need for efforts to upgrade proficiency of business education teachers. The report appendix contains a sample of the survey instrument used. This final report, written in March 1967 was later published in the National Business Education Quarterly, Vol. 36, No. 3, 1968, as an article entitled "Identification of Research Needed in Florida Business Education."

SUMMARY

TITLE OF PROJECT:	Pilot Study to Determine Effectiveness of Class Size in Typing
ORGANIZATION:	University of Florida
PROJECT DIRECTOR:	James W. Crews
EXPENDITURES:	$3,640.00
DURATION OF PROJECT:	July 1, 1966 - June 30, 1967
PROJECT NUMBER:	RCU 67-2

PROBLEM

Answering questions on what the optimum class size of first-year typing students should be for effective instruction would allow school administrators to plan more efficiently as to faculty and facility cost of instruction per student. A pilot study was therefore designed at the University of Florida in 1966 to prepare the way for a broader study on the subject.

OBJECTIVES

The objective of the project was to determine the optimum class size which would provide adequate instruction for first year typing students.

PROCEDURES

Varied class sizes in 8-12 schools in different Florida counties would be utilized in the study. These classes would range in size from 25 to 100 students per class. Each classroom was to be supplied with similar equipment and special instructional aids. Size of class and quantity of instructional personnel would be the specific variables. Data collected would include: (1) a subjective evaluation by teachers on teaching arrangements during the study; (2) a subjective evaluation by students on how interested they were in the class; and (3) performance of students on straight copy and other typing situations.

RESULTS AND POTENTIAL UTILIZATION

Because of many uncontrolled variables this study was unable to meet its objectives. It did however pave the way for broader studies on the same subject. No final report is on file for this project.

L. Turner

SUMMARY

TITLE OF PROJECT:	A Project to Develop Modules of Instruction to be Used in a Competency Based Business Education Teacher Training Program
ORGANIZATION:	University of South Florida
PROJECT DIRECTOR:	Rex Toothman
PROJECT COORDINATOR:	Judy Lima
EXPENDITURES:	$12,000.00
DURATION OF PROJECT:	May 1, 1976 - December 15, 1976
PROJECT NUMBER:	BR6-0190

PROBLEM

The Florida Department of Education has funded projects to develop a Catalog of Business Education Teacher Competencies and a series of evaluation instruments to evaluate teacher competency. It seemed, in 1976, that a link was needed between these projects and implementation of a competency-based business education teacher training program.

OBJECTIVES

Therefore, this project, conducted at the University of South Florida, was designed for the purpose of developing this link in the form of self-instructional materials for business education teacher competency training.

PROCEDURES

Several educators throughout the country were invited to be a "Panel of Experts" to review the material as it was produced. The project staff developed a module model which was reviewed by the Panel and revised based on the feedback received from this Panel and selected Florida business education teacher educators. A module evaluation form was developed to be used in fieldtesting, and three modules were written and placed for limited fieldtesting. The final report does not indicate how or where this field-testing was done.

RESULTS AND POTENTIAL UTILIZATION

Six modules were developed and revised after some fieldtesting. Copies of these modules were reproduced for use by the Florida business education teacher educators. The final report for this project contains a list of the Panel of Experts, the Module Format, Module Evaluation Form, and the six modules developed are attached to the report, as follows:

1. Methods of Administering Timed Writings and Computing Straight Copy Speed Scores
2. Methods of Introducing the Typewriter Keyboard and the Operative Parts of the Typewriter

3. Methods of Using Typewriter Drills to Improve a Student's Typing Skill
4. The Rudiments of Dictation in the Shorthand Classroom
5. Using the Library for Business Education Research
6. You are the Business Law Teacher

SUMMARY

TITLE OF PROJECT: Typewriting Communications Project

ORGANIZATION: University of Florida

PROJECT DIRECTOR: James W. Crews

EXPENDITURES: $9,960.00

DURATION OF PROJECT: July 1, 1972 - June 30, 1973

PROJECT NUMBER: B3-0025

PROBLEM

A forerunner of the project described here (referred to as the first phase), was conducted under State Department of Education Project #720-073 in 1970, and was sponsored jointly by the State Department of Education and the University of Florida. This portion of the project was undertaken after a Florida Legislative act called for development of procedures to assess educational achievement in Florida schools. Coincidental with the legislation, a national study was published by the U. S. Office of Education, entitled New Office and Business Education Learning System. This study identified over 1200 business tasks and classified them into 13 separate categories. One of the 13 was "typewriting" which was revealed to have spill-over into several other categories where numerous identified tasks required some typewriting skill. Since this skill involved more students than any other instructional area in business teaching, it seemed to deserve more intensive study. Therefore, in the fall of 1970 the Division of Vocational, Technical, and Adult Education selected a committee of business educators to search for direction in establishing objectives of typewriting for instruction in job entry skills. As a result of committee findings the first phase project was funded at the University of Florida to carry out the aims of the committee.

OBJECTIVES

Two fundamental goals of the first phase (the 1970 project) were to: develop a list of terminal objectives for typewriting instruction to prepare persons for entry level office tasks; and develop performance exercises to assess whether a student met the terminal objectives.

The project described here (#B3-0025, which the project staff calls the second phase of the 1970 study) was funded at the University of Florida in 1972-73. The major stated aim of this project was to disseminate the completed materials which had been developed in the first phase after refining them in this second project period. An additional goal was to expose office employees to the exercises and obtain achievement data to use as a "benchmark" for performance criteria.

PROCEDURES

This first phase project produced a list of 14 terminal objectives and a set of exercises to determine an individual's achievement in meeting these objectives, as well as usability criteria for documents produced in the performance exercises.

In the process of meeting goals for the second phase project (1972-73) it was first necessary to refine the performance objectives and exercises developed under the earlier study.

A total of 11 school districts were selected to participate in the data gathering, encompassing a total of 106 high school business classes in advanced typing, cooperative business education, and vocational office education.

One hundred and thirteen office employees in five Florida cities, who met certain specified criteria, were selected; these employees represented both governmental and private business offices.

RESULTS AND POTENTIAL UTILIZATION

Dissemination had been one of the primary goals of this project, and it was felt that this goal was met in the extensive publicity among business teachers in the process of testing. Presentations were made to approximately 200 business teachers and county supervisors who participated in one or two-day sessions. Also, in the process of disseminating this material to classroom teachers for try-out, and in securing reactions from office personnel, achievement data on high school typing students and office personnel was obtained.

The 14 terminal objectives were revised to require typewritten copy that would be "mailable with correction" (see Appendix G for a revised copy). Exercises to accompany the terminal objectives were also completely revised (see Appendix F of the final report), so that they could be used for an entire class or on an individual basis. Finally, the measuring device for evaluating typewritten documents was revised.

Twelve of the 14 terminal objectives are related to four basic business office documents--letters, memoranda, reports and forms. The other two objectives deal with machine transcription and machine duplication. Subelements were developed for each category; these are tasks that must be mastered before the overall objectives can be achieved. Exercises for measuring attainment of each terminal objective are based on pre-determined mailability criteria. All these performance objectives and exercises have distinctive characteristics which can be used as guides by typewriting teachers. These are included (initial and revised) in the appendix of the final report of #B3-0025. Tables on evaluation of Document 1 of each exercise are also included in the report.

Recommendations made by project personnel include: 1) that all terminal objectives and first documents of each exercise be distributed widely to typewriting teachers as soon as possible; that teacher reaction be solicited near the end of the 1972-73 school year; that appropriate inservice training of typing teachers be provided in order to more effectively utilize results of this study.

L. Turner

CAREER EDUCATION

SUMMARY

TITLE OF PROJECT: Career Education and the Implications for Florida Teacher Educators - Conferences

ORGANIZATION: University of South Florida

PROJECT DIRECTOR: Rex Toothman

EXPENDITURES: $10,880

DURATION OF PROJECT: March 1973 - February 1974

PROJECT NUMBER(S): B3-0593; BR4-0208; and B4-0551

PROBLEM

This proposed project addressed the idea that acceptance of educational programs was dependent upon awareness of all program components by all decision makers, including teacher trainers. If career education was to be accepted, then all levels of educators needed to be in tune with its concepts, principles and elements.

OBJECTIVES

A series of two-day conferences was planned to provide information in the area of concern, and to formulate preservice and inservice training programs at various educational institutions in the state. The broad objectives of the conferences were: to become knowledgeable about the status of career education in Florida and its theoretical constructs for teacher education; to examine objectives of career education at all levels; and to develop a management plan for proposed implementation of career education at the teacher education level. Objectives of the second conference were to identify competency areas in career education for preservice teachers, and develop a strategy for university staff development.

PROCEDURES

The first conference was held March 2,3, 1973 at the University of South Florida for exchanging ideas and planning toward these objectives. In November a followup conference took place for continued investigation of these concerns. On February 6,7, 1974, selected participants of the previous conferences met for the purpose of identifying Career Education evaluation needs of school districts, to establish possible procedures for serving all 67 counties in meeting these needs.

RESULTS AND POTENTIAL UTILIZATION

Needs were identified and recommendations were made by the group for a proposed delivery system for the evaluation of career development programs. Suggestions were forwarded to the Vocational Division of the Department of Education for any feasible action for implementation.

Conference reports may be found under project #'s B3-0593, and B4-0208.

SUMMARY

TITLE OF PROJECT: Career Education Center

ORGANIZATION: Florida State University

PROJECT DIRECTOR: Robert Lathrop

EXPENDITURES: $3,280,404.37

DURATION OF PROJECT: July 1, 1972 - Ongoing

PROJECT NUMBERS: B3-0015; BR4-0017; B4-1005; B5-0371; C5-004; B6-0153; B7-0082; B7-0083; 7-0252

PROBLEM

The critical appraisal being made of the nations schools in recent years has called for more career education orientation. Many educators believe that every child should be well oriented to the world of work and should leave school with marketable skills; however, teachers of academic subjects who have wished to emphasize career possibilities have found few appropriate instructional materials.

Developmental efforts made in Florida up to 1972 had little coordination--gaps and duplication of efforts existed. Therefore, the SDE Division of Vocational Education proposed a Career Education Center Laboratory to improve and unify the statewide career education instructional material development situation.

OBJECTIVES

The lab would participate in development of long range statewide plans for career education curriculum development and coordinate efforts to establish goals and objectives. It would also collect or develop a sufficient volume of high quality instructional materials to allow Florida educational institutions to meet such objectives.

Specific goals, in cooperation with the State Department of Education and the State Board of Education, were: to develop a unified set of career education goals and objectives; assess available instructional materials for career education; stimulate development of any new materials that might be needed; and develop implementation strategies for installing the resulting instructional material into schools and adult education units in the state.

PROCEDURES

The Career Education Curriculum Laboratory (CECL) was established in 1972 as a part of the Educational Research Institute at Florida State University. In March of 1973 the FSU Center for Career Education was created. This Center's responsibilities were broader than the Lab's; therefore, CECL joined this new organization, but continued its fiscal autonomy during this first year of operation. During the second year, both were reorganized

to become the Career Education Center (CEC) under the direction of Dr. Robert Lathrop.

In the first year of operations, the project's goals were to: organize the lab, assess the status of, and develop goals and objectives for career education in Florida schools; develop a career education curriculum library; develop a state plan for producing career oriented instructional materials; and initiate development of such materials. The year end report (B3-0015) for the first year of operation includes the CECL long-range plan and progress report. Also attached to it are two other documents--a summary report on a Career Education workshop held in May 1973, and a final report on a statewide workshop for Career Education Project Directors, held in November 1973.

RESULTS AND POTENTIAL UTILIZATION

The Career Education Center was continued in 1973-74. It has conducted, and continues to conduct, a wide variety of curriculum development/publication/dissemination activities. Among its activities for 1973-74 was a statewide workshop conference for career education project directors, and the first publication of UPDATE Career Education Magazine (BR4-0017). The Center prepared a slide-tape presentation, with accompanying brochure, on Career Education in Florida for the use of various SDE Divisions (an archival copy of this is in the Division of Vocational Education Dissemination Section).

In 1973 also, the CECL conducted a project called Project PRO-CESS (Professional Career Educator's Self Instructional System). Its purpose was to design, develop, disseminate and evaluate the effectiveness and costs of an inservice course of programmed instruction on the basic concepts of career education needed by teachers to implement a careers curriculum in their schools. This project produced a manual entitled Career Education: An Introduction. The third edition (after revisions) may be found on microfiche under project #BR4-0003. The three editions produced over 39,000 copies for distribution in Florida.

The Center was continued in 1974-75 with the twofold purpose of serving as a curriculum clearinghouse by identifying, classifying, and disseminating curriculum materials and information; and designing and developing curriculum materials which had been identified as meeting priority needs for the State.

The second year of UPDATE Magazine was funded in 1974-75 under project B5-0164. This grant also included the production of three quarterly issues of A&IMS (Administrative & Instructional Management Support)--the first quarter of this publication was produced under project B4-0652 as a supplement to UPDATE. This grant also provided for development of a slide-tape presentation on career education to elementary principals in the State. An additional activity for this year was the publication of a Florida State Advisory Council (FSAC) bimonthly newsletter, to communicate information and concerns on vocational education matters (#4-6004).

In 1975-76 funds were provided for continuation of the Center, as well as for the development of a Dissemination/Diffusion Unit for the Division of Vocational Education. The Center's function continued to be to support and augment the efforts of the Division of Vocational Education in planning, developing, delivering and securing acceptance of tested instructional materials for Florida schools. The Center was organized around the functions of Curriculum Development; Information Services; Publications; Visual Communications; and Diffusion. During this fiscal year the Center was involved in developing Auto Mechanics Catalogs, Employability Skills Material (C5-006, B7-0083#1-#6) Nursery Operations Curriculum, V-TECS Catalog production, and inservice training (C5-004). In addition, the Information Service Division took steps toward providing a comprehensive information service to state educators by merging CECL/RIC and FERIC activities with the Center. This service later became known as FEIS (Florida Educators' Information Service). In 1975 a supplementary project (B5-0192) was also conducted for the purpose of producing 5,000 copies of the publication Exploration of Wholesaling Careers provided by the Distributive Education Section of the Division of Vocational Education.

A major curriculum development project completed by the CEC was the Employability Skills Series. A project had been conducted in 1971 at FAMU under Dr. W. H. Hannum, which developed a product called the Catalog of Pre-Objective Performance Objectives, and Criterion Referenced Test Items (SDE 710-092). This catalog was revised and reprinted in 1973 by the CECL under the title of The Florida Catalog of Occupational Education Objectives (B2-2068). At the same time, a Users Guide for the Employability Skills Catalog (B2-2069) was developed and printed, and in early 1974 a slide tape presentation on use of the Employability Skills Catalog was produced by the Lab (C3-079). An archival copy is on file with FEIS.

These materials served as a basis for subsequent employability skills materials developed by the Career Education Center curriculum development staff. In 1975 a grant was issued for the purpose of reproducing a Guide to Employability Skills Materials (C5-006) which was developed by the CEC curricular activity. This guide was to be used in conjunction with curriculum materials on getting and keeping a job that were in the development stage. These materials were completed by June 1976 and may be found on microfiche under B7-0083#1 - B7-0083#6. Each of the six sets developed is comprised of an instructor's guide and a student unit based on the objectives identified in the Catalog of Objectives and are intended primarily for use of students and teachers in vocational education classes; however, the series may be used also by other secondary level teachers, occupational specialists and counselors. The complete series includes:

Employability Skills Series
B7-0083#1 - Your Job Search
#2 - Applying for a Job
#3 - Job Changes
#4 - Good Work!
#5 - Choosing an Occupation
#6 - Personal Finances

In 1976-77 the CEC continued its operation and defined its specific purposes as pursuing the aims of preparation, production, and dissemination of information vital to Florida's vocational programs. Among the special projects to accomplish these aims was the production of the Florida Vocational Journal (B7-0082). An additional support grant (B7-0083) provided for completing the instructional materials development for Nursery Operations, Employability Skills, Automotive Mechanics, and V-TECS Catalogs, and provided technical assistance to the Florida Vocational Curriculum Development Consortium (FVCDC). The Center also produced and reproduced conference materials for the Statewide Career Education Conference, and printed and packaged other curriculum materials.

The Career Education Center continues to function as a central agency for coordinating all career education materials, funneling information to local school districts throughout the State, and is an ongoing project.

L. Turner

SUMMARY

TITLE OF PROJECT:	A Comprehensive Program of Vocational Education For Career Development: K-University Career Education Consortium Project
ORGANIZATION:	University of South Florida; Manatee Community College; Manatee County School District; Sarasota County School District
PROJECT DIRECTOR:	James Selman
EXPENDITURES:	$752,367.00
DURATION OF PROJECT:	July 1, 1974 - June 30, 1977
PROJECT NUMBERS:	007VW; D3-005; DD4-02; D4-013; D5-004; DD5-01; DD6-01; D6-001; D6-002; D7-001; D7-003; D7-008; C7-005; DOE 750-116; 760-116; 770-044

PROBLEM

For some time, a nationwide problem has existed in preparing youth for entry into the workforce in an increasingly technological age. Studies have indicated that a large number of school dropouts, as well as high school graduates, have no training in job skills to prepare them for employment in the labor market. Further, studies on career development and career choice, show that assistance is needed from early school years in preparing youth for career choices and acquisition of some skills leading to entry into the labor market.

Florida has been involved, since 1969, in planning and developing career education programs within its schools. At that time, several counties in the State established pilot programs for career development. However, since most of these programs concentrated on elementary and middle schools, a need was seen for a comprehensive program of vocational education, K-U, with special emphasis on secondary and postsecondary. Therefore, in 1974 a consortium effort was begun which included two school districts, one junior college and one university.

OBJECTIVES

The project, conducted for three years, was designed to be a model comprehensive vocational education program for career development, hopefully to become a prototype for school systems throughout the state. Goals were to develop and implement procedures for a comprehensive program at several educational levels in two school districts which formed a geographical educational service area.

The project's stated objectives included: 1) a broad occupational orientation at elementary and secondary levels to increase student awareness of the range of work opportunities; 2) work experiences, cooperative education, and on-the-job-training programs; 3) specific programs to develop academic

and employability skills; 4) specific training on job entry skills prior to students leaving school; 5) intensive occupational guidance and counseling and initial placement of students leaving school; and 6) continuing followup of all dropouts and graduates.

PROCEDURES

Consortium members included the University of South Florida, (USF) Manatee Junior College, (MJC) Manatee County School District, and Sarasota County School District. The program was designed around four broad areas of career development: 1) career orientation/awareness; 2) career exploration; 3) career preparation; and 4) career supportive services (placement/followup). At the local level, a committee from each consortium agency focused on three program components--curriculum, guidance, and placement/followup.

Sarasota County began developing a statewide system of student placement and followup. Manatee County developed objectives and strategies for post-secondary school personnel services. The University of South Florida (USF) conducted a number of seminars on role and function of teacher preparation programs in career education and assisted in a third party evaluation of the consortium effort. The overall project was managed by Dr. James Selman of MJC. Each consortium member agency was funded under a separate grant each year, and each member agency had its individual coordinator (Manatee Junior College--Burnette Tinsley, project #'s DD4-02, DD5-01, DD6-01, C7-005, D7-008; Manatee County Schools--Raymond Lee, project #'s D5-004, D6-001, D7-001; Sarasota Schools--Cliff Bellum, project #'s D4-013, D6-002, D7-003; USF--Rex Toothman, project #B3-005).

An advisory committee was established which was made up of persons from each consortium member agency. Periodic meetings were held with advisory committee members, project coordinators, and various other personnel for the purpose of coordinating and articulating activities between the various agencies. Inservice programs for supervisors, counselors, occupational specialists, administrators, teachers, and various support personnel were held at MJC and USF. County career education staff also conducted inservice workshops, all of which were coordinated with consortium activities. Three manuals were developed by the consortium staff as reference guides for career education personnel, and are included in the nine final products listed below. USF assisted in developing guidelines for a third party evaluation of the Sarasota and Manatee County School District Career Education programs.

Development of the components of curriculum, guidance, and placement/followup continued in 1975-76, as well as inservice programs and evaluation. In 1976-77 the consortium efforts continued, and plans were set up for dissemination/diffusion of products and processes of the program. A fieldtest center for vocational education products was set up in conjunction with the consortium effort (C7-005). The advisory committee conducted research on the establishment and operation of a research and

development center, visited existing centers, described such establishments, and sought endorsement of the consortium members in setting up such a center.

RESULTS AND POTENTIAL UTILIZATION

A report on an internal evaluation of the Sarasota County School District's career education program for the 1974-75 school year may be found under project #D4-013. An external evaluation was conducted by the Educational Testing Service for the three years of the project. A summary report is contained in the final report on the overall consortium effort, under project #007VW#1. This final report lists numerous findings and recommendations, along with the major accomplishments of the consortium effort which include: numerous workshops were conducted; members worked with Manatee-Sarasota Coordinating Council for Vocational, Adult, and Career Education; the consortium prepared VIEW materials, including a special deck for handicapped; and consortium members completed and disseminated nine products.

These products, developed as a result of the consortium effort may all be found on microfiche as listed below.

Products:	007VW#2	Career Education and Your Child: A Guide for Parents
	007VW#3	Community Resource Guide for Career Education
	007VW#4	A Model for Implementation of Career Education into the Community College
	007VW#5	Manatee County, Florida Middle School Career Education Model as Based on the Nine Federal Objectives
	007VW#6	Sarasota County, Florida Junior High Career Education Model as Based on the Nine Federal Objectives
	007VW#7	Compilation of Case Studies: Exemplary Placement and Follow-Up Studies
	007VW#8	An Inservice Model: Micro-Interviewing Skill Development for Occupational Placement Specialists
	007VW#9	Public Relation and Public Information Inservice Training for Occupational Specialists and Other School Personnel
	007VW#10	Elementary Career Education Activity Resource Guide

T. Trimble
L. Turner

SUMMARY

TITLE OF PROJECT: Career Education Personnel Training Center

ORGANIZATION: Pinellas County School District

PROJECT DIRECTOR: Myrtle E. Hunt

EXPENDITURES: $181,115.00

DURATION OF PROJECT: July 1, 1975 - June 30, 1976

PROJECT NUMBER: 5-8001

PROBLEM

Although career educators nationwide have called for dramatic changes in education, what they actually appear to mean is a change in attitudes and behavior of persons responsible for design, management and conduct of educational programs. Every successful project director is probably aware that the key to change is the redirecting and retraining of pre and in-service personnel.

To address this problem, a project was established in 1975 in Pinellas County to establish a training center which would demonstrate and elaborate upon already established and fieldtested approaches to inservice and pre-service education for teachers and other personnel involved in career education.

OBJECTIVES

The project had four main objectives: 1) to identify, from exemplary projects, the roles and functions of persons instrumental in the redirection of an educational program at the local school level; 2) to develop and compile lists of competencies necessary for the successful performance of each category of personnel; 3) to assemble a repertoire of validated techniques and strategies to be utilized to demonstrate methods for bringing these personnel to operational levels of competence and understanding; and 4) to establish a center to demonstrate and diffuse the techniques and procedures for training and retraining career education personnel.

PROCEDURES

A two week workshop was held to prepare personnel to work in the center and to plan strategies and procedures for operation of the center. Staff was selected in July 1975 and the center became operational in September 1975, continuing through June 1976. A total of 15 fully certified unemployed teachers were selected as interns to receive intensive inservice in career education. The program was designed to provide 220 hours of orientation and preparation in the individual teacher's subject area, and 320 hours of supervised experience in a career education pilot school.

Training procedures involved four components--school systems, teacher training institutions, parents, and the business community. Several categories of personnel were to be trained (elementary, middle and secondary teachers; counselors; occupational specialists; administrators; parents; businessmen, etc. Therefore it was necessary to identify needed functional competencies, attitudes and understandings. A needs assessment survey produced a list of 500 competencies which was evaluated and edited by a jury of experts. Subsequent module development and intern evaluations were based on the validated competencies.

RESULTS AND POTENTIAL UTILIZATION

Many of the original group of interns were employed full time in the school system by January 1976 and replacements were selected for training whenever an intern was lost. The individualized nature of the training program permitted this open-entry approach. By the end of the fiscal year a total of 24 interns had moved through the center and by September 15, 1976, 79% of these persons had been hired as full-time employees of the school district.

The final report for the project includes data on the inservice needs assessment and competency study, lists of interns, evaluation of center students, and sample module materials. Attached to the report is a booklet detailing Activity Four (a description of the Career Education Personnel Training Center) of the SDE Proposal for a Statewide Comprehensive Career Education Plan.

L. Turner

SUMMARY

TITLE OF PROJECT: Career Education Workshop

ORGANIZATION: Monroe County School District

PROJECT DIRECTOR: Otha P. Cox, Jr.

EXPENDITURES: $3,500

DURATION OF PROJECT: August 11, 1972 - June 30, 1973

PROJECT NUMBER: B3-0156

PROBLEM

The U.S. Office of Education, in answer to demands for educational relevancy and accountability, in the early 70's declared career education to be a major priority. In keeping with this fact, local school systems were encouraged to further explore effective means for implementation and practice of career education. Therefore, a project was initiated in 1972 in Monroe County to explore career education as a means of reducing dropout rates and/or providing salable job skills to high school graduates.

OBJECTIVES

The purpose of this planning grant was to identify and allocate human resources for planning and developing a comprehensive K-12 career education program in the county. The specific objectives of the project were to: conduct a workshop; provide followup visits to exemplary programs to acquaint key personnel in the district with the career education concept; and plan the development and implementation of career education into county schools.

PROCEDURES

Approximately 125 people were to participate in a workshop--supervisors, school board members, curriculum coordinators, community school coordinators, counselors, grade level chairmen and department heads, etc.

A selected group was to follow through with development of curriculum for career education and design a plan for incorporating this curriculum into the school's total academic program. Staff development activities were also to be set up to prepare teachers to incorporate career education into 1973-74 instructional programs.

RESULTS AND POTENTIAL UTILIZATION

The project was funded for a ten-month period. No final report is on file to provide information on results of the activity.

L. Turner

CE 11

SUMMARY

TITLE OF PROJECT: "A Comprehensive Vocational Education Program for Career Development in Grades K-12."

ORGANIZATION: Brevard County School Board, Cocoa, Florida 32922

PROJECT DIRECTOR: Michael Neal

EXPENDITURES: $455,25[illegible].71

DURATION OF PROJECT: April 10, 1972 - June 30, 1975

PROJECT NUMBER(S): C1-0066; C3-0112; C3-012; BR3-1378; B4-1008

PROBLEM

In 1972, approximately 80% of the students enrolled in Brevard County public schools were receiving neither job skills nor preparation for further training, because of an outmoded curriculum approach left over from days when high school was intended as a preparatory school for a liberal arts college and a profession. No adequate model then existed for converting the approach of a typical academically-oriented high school and its feeder schools to meet the reality of the kinds of occupations students would ultimately pursue.

OBJECTIVES

Goals of this project were to: produce students possessing fundamental skills for productive occupations in society; increase achievement in basic academic subject areas; and develop improved attitudes toward school, self, and society. Achievement of these objectives encompassed the development and implementation of curriculum materials and a total career education program within the school system.

PROCEDURES

In the first phase of the project (1972-73) curricula were developed, and planning was begun for converting the two-track school system to a one-track program which would integrate career education concepts into the total academic program. Emphasis at the elementary level was career awareness; at the middle school level, career exploration; at the high school level, career preparation. The last step was to be a placement service, involving both educational and job placement. During the 1973-74 school year a set of procedures for this service was developed and fieldtested. However, in the following year this function was assigned to the district, and project staff worked cooperatively with the occupational placement specialists responsible for these activities.

During the 1973-74 school year, 32 units of curricula developed the previous year were implemented through a series of inservice programs, work-shops, and meetings between project coordinators and county school personnel. FAIS, VIEW,

and LOOM materials were made available to teachers; the Stept-text program developed by Systems of Learning, Inc., was fieldtested; several new academic-related courses and units were fieldtested; new high school academic related courses were developed; the "Orientation to Occupations Wheel" and a "Social Development Wheel" were used at Clearlake Middle School; activity guides and course outlines were developed in career elective programs; curriculum was tested, evaluated and revised; and a guidance handbook was developed and implemented. The year's project was evaluated by the University of West Florida and by members of the project staff who surveyed teachers and students within the project pilot schools.

In the 1974-75 school year the project staff continued testing, revising and implementing curriculum materials. Teachers were surveyed in the 1973-74 year and again in 1974-75 to determine the types of inservice needs for implementing the career education concepts. Two student surveys were also conducted in this period, which indicated that students perceived improvement in teacher attitudes, and in services provided to students.

RESULTS AND POTENTIAL UTILIZATION

A consultant team from Florida Technological University assisted in an evaluation of the 1974-75 project. This team found that the concept of career education had a positive impact on the teachers and students in the seven pilot schools. The complete firdings of the team appears in Appendix F of the final report for project #B4-1008.

Recommendations made included: career education objectives for each grade level should be developed; there should be further staff development of district guidance counselors, occupational specialists, and resource teachers; efforts should be made toward further development of strong commitment to and understanding of the concept of career education at all levels; there should be a continuation of career education curriculum revision and development; results of the project, both the developed curriculum and the evaluations, should be studied to determine their future merit.

In a 1977 study done by the Department of Education Vocational Research Section it was learned that products in a modified form were still being used, in parts, as appropriate to the needs of the individual schools. Indications were that teachers more effectively related classroom content to the world of work and that counselors could provide more essential services than previously (group counseling on decision making and career choice had become available).

Copies of most of the curriculum materials developed during this project, as listed in Appendix A of the final report for Project #B4-1008, are microfiched with this report and #B4-1008A. These materials are also available at the County Career Education office. A final report for the 1973-74 year may be found under Project #BR3-1378. Related projects in other counties are: Broward - B2-5047; Orange - C1-0047; Pinellas - CC2-001; and Leon - CC3-001.

L. Turner

CE 13

SUMMARY

TITLE OF PROJECT: A Comprehensive Vocational Program for Career Development in grades K-14 in Broward County

ORGANIZATION: Broward County School District

PROJECT DIRECTOR: James E. Smith

EXPENDITURES: $602,816.00

DURATION OF PROJECT: July 1, 1972 - June 30, 1975

PROJECT NUMBER(S): B3-0192; B2-5047; B3-1377; B4-1010

PROBLEM

In 1972, Broward County saw career education as a means of providing comprehensive career development for all students, K-postsecondary. In its efforts to fuse career education into the academic setting, it seemed necessary to make learning realistic and relevant to students.

OBJECTIVES

Objectives were: (1) to make basic subject area studies more relevant through organization around career themes; (2) to utilize an interdisciplinary approach and multi-media instruction; (3) to engage in field trips, hands-on activities, and interactions with resource people; and (4) to provide opportunity for students to spend extended periods of time in career cluster specialization activities through the establishment of working relationships among secondary schools, community colleges, vocational centers, community work resources, and specialized programs.

PROCEDURES

The first stage of this study consisted of studying the present problem and developing a plan for implementation of career education on the elementary, middle and high school levels. A skeleton base was planned that was suitable for expansion into other schools so that students entering from or exiting to schools without career education programs would not be at a disadvantage. A communication system was designed to inform and involve in career education as many individuals and agencies as possible; to establish open lines of communication among these individuals and agencies; and to draw upon, coordinate and make available, valuable existing resources to information appropriate to career education. Forty schools participated in the project (17 elementary, 13 middle, 10 high schools). Later in the project forty more schools were added (30 elementary, 7 middle, 3 high schools).

RESULTS OR POTENTIAL UTILIZATION OF RESULTS

Curriculum, instruction, and counseling materials were designed to help each individual appreciate the worth and dignity of work, to achieve economic

independence, and to experience a sense of personal fulfillment. The evaluation of activities provided feedback for periodic review and revision of the program.

Curriculum materials which were developed during the project may be found under #B3-0192#2 (26 elementary units) and #B3-0192#3 (a middle level unit).

A study done in 1977 by the Department of Education Vocational Research Section supplied information concerning implementation of the processes and products developed by this project, i.e.:

a. career education was included in the District Comprehensive Plan for Education.
b. career education concepts (8 career elements) were fused into K-12 curricula.
c. career education guidance programs enabled over 11,000 middle and high school students in 1975-76 to identify and match interests with career areas.
d. career education inservice alternatives were included in the District Plan for Inservice Education.
e. a salable-skills program and exceptional student education programs were developed on a pilot basis in four district high schools.

RELATED PROJECTS

Brevard	#C1-0066	Leon	#CC3-001
Orange	#C1-0047	Pinellas	#CC2-001

L. Turner

SUMMARY

TITLE OF PROJECT:	Comprehensive Vocational Education Program in Career Development for Grades K-14 (Leon County Career Education Project)
ORGANIZATION:	Leon County School Board, Tallahassee, FL
PROJECT DIRECTOR:	Evelyn C. Csikos, James C. Talley, and Sterling Bryant
EXPENDITURES:	$304,560.00
DURATION OF PROJECT:	July, 1973 - June, 1975
PROJECT NUMBERS:	CC3-001; B4-1000; C5-005

PROBLEM

Although Leon County had for many years provided outstanding secondary and postsecondary vocational, technical, and adult education programs to prepare youth for the world of work, there were still some needs not being met. Many students were leaving school with neither adequate academic achievements, nor job skills. It was felt that opportunities should be expanded to reach all students K-14, in a broad academic-career-oriented program.

OBJECTIVES

Therefore, in 1973, a project was designed for the purposes of: developing, implementing, evaluating and disseminating a comprehensive K-14 career education program which would increase self awareness and career awareness; developing favorable attitudes about the personal, social, and economic significance of work; and assisting each student in developing and practicing appropriate career decision-making skills. Specifically, the program goals would include: 1) developing self awareness and career awareness at the elementary level (K-5); 2) providing career orientation and exploratory experiences in 15 occupational clusters at the middle school level; 3) providing in depth career exploration and job preparation experiences and work experiences for grades 9-14; 4) expanding guidance and counseling services at all levels; 5) planning and providing job and educational placement; 6) planning and conducting follow-up studies with feedback of pertinent information to the school system; 7) conducting inservice training for all teachers, administrators, and support staff involved in career education; and a program of school-community involvement.

PROCEDURES

The schools selected to participate in this project included five elementary schools, two middle schools, one senior high school, one post-secondary area vocational technical school, and one community college. The project staff began planning, developing, implementing, monitoring and evaluating an exemplary K-14 program, incorporating some models and materials previously developed by other projects - Vital Information for Education and Work (VIEW), Fusing Applied and Intellectual Skills (FAIS), and Learner Oriented Occupational Material (LOOM). Approximately 7,000 students and 400 staff members were involved in the project, which continued through June 30, 1975.

RESULTS AND POTENTIAL UTILIZATION

At the elementary level the elements of career awareness, self awareness and value clarification were fused into existing curriculum. Previously developed FAIS materials were used for an affective thrust, and LOOM units were utilized for activity-based (psychomotor) materials. FAIS and LOOM materials were also used for middle school. Teacher and student guides were developed in Science at the 6-8 grade level. At the high school level guides for Basic Biology, Secondary Biology, German I-IV, and Spanish I-IV were developed. A transportable career education model was developed for the voc-tech center program, integrating guidance activities, employability skills, and the compensatory skills of mathematics and language arts with a vocational career program.

A guidance component (K-14) was developed with suggested activities for implementation, specific activities and resources (see appendix to final report). The inservice program consisted of 18 series of workshops, described in detail in Appendix D of the final report. School-community relations were greatly enhanced by a volunteer organization of parents and other community representatives which assisted teachers and students in a number of ways.

Recommendations made in the final report included the information that the elementary component was ready for incorporation into county schools, and a plan was designed to deliver the model to all schools over a three year period, as fully as funds and personnel would allow.

The final report is contained in four volumes, microfiched under project #OEG-0-7-3400. Volume I contains details of the two year program, with illustrations in the appendix of program model, samples of FAIS materials used, and of all models developed; Volume II contains Career Guides for Secondary Sciences; Volume III is a Career Guide for Foreign Languages--German I-IV; and Volume IV is a Career Guide for Foreign Languages--Spanish I-IV.

A third party evaluation was conducted by the University of West Florida in 1974-75 and the evaluation report may be found under project #D5-002.

L. Turner

SUMMARY

TITLE OF PROJECT: A Comprehensive Vocational Education Program for Career Development in Grades K-12

ORGANIZATION: Orange County

PROJECT DIRECTOR: Robert Megow

EXPENDITURES: $898,225.10

DURATION OF PROJECT: Feburary 21, 1971 - June 30, 1976

PROJECT NUMBER(S): A2-0003; C1-0047; B2-5050; C2-0025; D2-0002; DD2-0004; A3-0007; DD3-004; DD3-0001; BR4-0238; DD4-001; BR6-0163

PROBLEM

Many students who could profit from an educational program to prepare them for effective entry into the world of work, meet failure at the elementary and junior high levels. In addition to this, skilled manpower continues to be in short supply. In 1971, Orange County school administrators became aware of the obvious need for career education for the potential dropout, as well as to provide career information to the general population of students.

OBJECTIVES

Therefore, the purpose of this project was to plan, implement and evaluate a model comprehensive vocational education program for career development in grades K-14 in one metropolitan school area. It was planned to set up the model using career oriented experiences to teach basic academic skills to youth--to provide a broad occupational orientation at the elementary level, an exploratory job preparational program emphasizing employability skills at the secondary level, and overall to increase awareness of the wide range of options open in the world of work. In grades K-5 students were made aware of careers; in 7-9 they explored a wide variety of occupations and in 10-12 they acquired job entry skills and made plans to either continue their education or enter the work world.

PROCEDURES

During 1971-72, a system for gathering related materials at the elementary level was established and a curriculum format was designed from which 24 career education units were developed in the summer of 1972. In the beginning some Georgia-developed units for junior high were adapted and tried in three junior high schools. These were added to and revised during summer workshops in 1972. The 7-12 curriculum consisted of three major components--a teacher occupational information packet, career related activities for each major academic area, and related learning activity packets. Vocational post-secondary curriculum development in the first year involved individual job entry-based fused curriculum initiated at Wymore Vocational Technical Center. Learning Activity Packets (LAPS) for this level were written in the summer of 1972.

Units developed for all levels were fieldtested in the 1972-73 school year in the participating schools; the elementary unit format was revised in the summer of 1973 and a utilization plan for developing materials was formulated. Fifty-eight LAPS for vocational post-secondary level were developed in 1972-73, and open ended job entry material was begun and continued into 1974. After field-testing and revisions, a final secondary career education curriculum model was developed in 1974. Ninety (90) secondary units were developed and completed material was distributed in 1974-75.

Inservice training for teachers and guidance counselors was a continuous intensive process for elementary and secondary levels. Occupational specialist workshops were conducted in 1973, and guidance activities were increased at all participating schools.

Development of a placement and followup system was begun in 1973; in the 1973-74 school year the Career Development Staff assisted in developing the State Guidelines for Placement and Followup; the project staff then developed a district plan based on these guidelines in 1974.

RESULTS AND POTENTIAL UTILIZATION

The project staff felt that project objectives were met in that: a viable model was developed for elementary and junior high levels; development of a comprehensive senior high model was begun; extensive career education curriculum materials were developed; and programs in guidance, followup, inservice teacher training and occupational specialists were infused into the career education program. An evaluation based on a comparison-experimental design, revealed that students in the career program (as compared with students in comparison groups) received more career orientation and career awareness instruction and exploratory experiences; learned more entry level job skills; and received more counseling services. In 1975-76 a final project was funded for the purpose of disseminating all materials developed under the project to schools throughout the county.

A third party evaluation was done by the University of West Florida and results may be found under project #'s C2-0055#3, C2-0055#4, and C4-002. This last report is also reproduced in the Orange County Project final report, DD3-004, a two volume report which includes a number of curriculum materials.

In a survey done in 1977 by the Department of Education Vocational Research Section, it was learned that Orange County has shared its career education materials (K-12) with school systems in all 50 states and some foreign countries.

L. Turner

SUMMARY

TITLE OF PROJECT: A Comprehensive Vocational Education Program for Career Development in Grades K-14

ORGANIZATION: Pinellas County School District

PROJECT DIRECTOR: Myrtle Hunt

EXPENDITURES: $616,706.00

DURATION OF PROJECT: January 3, 1972 - June 30, 1975

PROJECT NUMBERS: CC2-001; B3-1384; B3-0267; B4-1009

PROBLEM

The rapid pace of population growth in Pinellas County since the 1960's, with a projected 28% increase in the 18-24 age bracket by 1985, reflects a rising demand for an increase in educational facilities to serve students. The schools, as a part of a dynamic society, must produce new insights and workable strategies for relating the traditional academic focus to the real world outside the school. New and better educational relationships were needed to provide individual students with a satisfactory place in society, facilitating acquisition of job skills and improving achievement in all areas and all levels.

A functional system of career education would seem to provide the answer to such needs. Therefore, in 1972 Pinellas County began development of a comprehensive K-14 career education pilot program in its county schools.

OBJECTIVES

The overall purpose of this project was to develop, implement, and evaluate a K-14 comprehensive educational program focused on career opportunities and requirements for job entrance and advancement. The broad goals were to provide: (1) self-awareness and career awareness at the elementary level; (2) career orientation and career exploration at the junior high level; (3) in-depth exploration and skill development in specific clusters at the senior high and post-secondary levels; (4) placement and followup services to all students exiting from career education pilot schools; (5) intensified guidance and counseling services at all levels, K-14; (6) inservice staff development workshops relating to career education for personnel in pilot schools; (7) an organized system for dissemination of career education information to interested persons; (8) development of a comprehensive plan for articulation of career education in Pinellas County; and (9) an organized effort to establish a system for evaluating both processes and products of career education. Special efforts were also made toward interaction with the community at large to inform and acquire feedback on the community's understanding of career education.

PROCEDURES

A total of nine pilot schools were chosen to form the model program (four elementary, two junior high, one senior high, and two post-secondary schools). The program was organized around the nine basic components encompassed in the objectives named above. In the first year (1972-73) emphasis was upon the elementary program; guidance and counseling, inservice staff development; and evaluation. At the end of the school year an internal evaluation was conducted, as well as a third-party evaluation by the Southern Association of Colleges and Schools.

In the 1973-74 school year, the program continued to fuse career education concepts into curriculum at all levels, provide inservice opportunities for school staffs, expand placement and followup procedures, and focus on increased interaction with the community. The number of elementary career education schools in the program increased from four to 11; four junior highs and two high schools were added--and all three post-secondary vocational schools in the county were included in the program. Three other high schools were chosen as experimental schools for implementation of a Placement and Follow-up Service. A Student Job Bank was set up with 550 students enrolled. Inservice training and curriculum development were expanded at secondary levels, and an articulated plan for delivery of career education curriculum at all levels was begun. During this year no evaluation was done because of the massive rezoning of all county schools and reassignment of pupils.

In the 1974-75 school year (the last year of the funded project), the activities of the previous two years were continued with marked progress in all areas. In the first year, development had begun on the COST/CAB (Counselor, Occupational Specialist, Teacher/Career Activity Booklet) Instructional System; this third year it was refined and fully developed for grades 7-12 and was disseminated throughout the district and the state. Evaluation for the project in this last year consisted of: developing a model (with survey forms) for assessing the degree of achievement of career objectives through evaluation of inservice (process) and student product (product); administering the instruments developed to secure the necessary data on process and product; and securing feedback from the community, schools, and other agencies, and preparing reports on the information secured.

RESULTS AND POTENTIAL UTILIZATION

The Placement and Follow-up Services were implemented on a county-wide basis. The 1973-74 graduates and school leavers were surveyed at the end of the 1974-75 year, and survey instruments were sent to employers and colleges to obtain information to complete the study.

Curriculum efforts were extended to other subject areas (math, social studies, language arts, and others (not specifically listed in the final report). It was planned that effort would be made in 1975-76 to continue curriculum development and fuse career education concepts into the curriculum at all levels.

Three final reports are on file for this project under #C2-001 (an Appendix, #C2-001-A contains supplemental materials), B3-0267 (which includes curriculum materials), and B4-1009.

In a survey done in 1977 by the Department of Education Vocational Research Section, it was learned that the project-developed COST/CAB System described above was completed and implemented for career education, K-12, and it was disseminated to all other school districts in Florida, 43 other states, and three foreign countries; an inservice model for teachers, supervisors and administrators was developed and disseminated throughout Florida and 12 other states; and over 1000 career education activities relating career education concepts to academic instruction were developed and disseminated to interested personnel.

SUMMARY

TITLE OF PROJECT: Develop a Program to Plan the Implementation and Evaluation of a Career Education Pilot Project

ORGANIZATION: Walton County School District

PROJECT DIRECTOR: Hilda Coursey

EXPENDITURES: $9,784.00

DURATION OF PROJECT: July 2, 1973 - June 30, 1974

PROJECT NUMBER: BR3-0936

PROBLEM

In 1973 followup information available in Walton County on students who had not been enrolled in vocational-technical programs, indicated that many students graduated from high school with no employment skills or information on how to make career selections. Data secured in that year from a Department of Education Educational Information Survey on career education had indicated that approximately 98% of all teacher respondents believed that instruction would be more effective if it were related to careers. Therefore, it seemed immediately important to undertake a project to infuse career education concepts and training into the district schools, and a pilot project was funded in 1973 for this purpose.

OBJECTIVES

The major purpose of this pilot project was to develop an educational program in grades K-12 around the career development of each student which would: 1) restructure educational programs around life development needs; 2) integrate academic knowledge and skills with occupational training; 3) prepare each exiting student for immediate employment and/or further career development; and incorporate community resources and non-school educational opportunities.

PROCEDURES

Three pilot schools were chosen (1 elementary, 1 middle, and 1 high school) and plans were initiated for a workshop to set up procedures and develop curriculum to be implemented into these pilot schools. A curriculum document was expected to be ready for fieldtesting in the chosen schools in September of 1973. Plans included the submission of an evaluation report to the Department of Education Division of Vocational Education in November of 1973.

RESULTS AND POTENTIAL UTILIZATION

Although a letter dated June 6, 1974 from the county superintendent indicated that a report of accomplishments was being prepared, no interim or final report could be located to supply information on results of the project.

SUMMARY

TITLE OF PROJECT:	Evaluation of Florida's Vocational Exemplary Program in Dade, Duval, Escambia, and Hillsborough Counties AND Evaluation of a Comprehensive Vocational Education Program for Career Development for Grades K-12 in Orange County, Florida
ORGANIZATION:	University of West Florida
PROJECT DIRECTOR:	Lawrence H. Perkins
EXPENDITURES:	$188,584.20
DURATION OF PROJECT:	July 1, 1970 - June 30, 1974
PROJECT NUMBERS:	C1-0005; C2-0055#1; C2-0055#2; C2-0055#3; C2-0055#4; A3-0004; C4-002

PROBLEM

In the 1960's efforts to speed up the learning process of academically talented students to meet the needs of space exploration resulted in slow learners being socially promoted and/or becoming dropouts. Because of the need to provide assistance to such students, in July 1970 a project to implement an exemplary program for improving vocational education opportunities for disadvantaged urban students was begun in four metropolitan areas of Florida. This overall project was #OEC-0-70-5181. Projects conducted in the four county education centers were: Dade County, #A70-002; Duval County, #A70-005; Escambia County, #A70-003; and Hillsborough, #A70-004. Further, in 1971 a pilot program was established in Orange County which was designed to provide comprehensive career development for all school children, grades K-12. It was hoped that this would become a prototype for career education in all Florida schools.

In order to evaluate these programs as they were being conducted, contracts were negotiated with the University of West Florida.

OBJECTIVES

The objectives of the projects to be evaluated were to provide alternatives to the traditional academic college oriented school programs for youngsters who were potential dropouts (exemplary programs) and to provide instruction to all students in broad occupational areas, while improving academic performance. In 1970-71 many educators agreed that evaluation by an outside agency was necessary. Therefore, this project was established to evaluate the four pilot programs for 3 years. The purpose of the evaluation was to assess the effectiveness of the total exemplary programs by answering the following questions: did students in these programs, as compared to students in traditional academic programs--learn more entry level manual job skills, achieve more basic academic skills, receive more instruction in vocational related courses, and more individual and group counseling; develop more positive

attitudes and work habits; have higher attendance and lower dropout rates; have fewer confrontation with law enforcement agencies; and did teachers of these experimental groups utilize more different teaching techniques than teachers in traditional programs.

In 1971-72 an additional purpose was added to the evaluation project, and it was expanded to include the evaluation of the pilot project for comprehensive career development in Orange County, begun in that year.

PROCEDURES

In 1970-71, five instruments designed by the staff and three commercial instruments were used to gather data from students, counselors, and teachers in the four exemplary programs relative to the questions raised above. This same procedure of evaluation was repeated in 1971-72 for the exemplary programs.

Further, in 1971-72 a design for evaluation of the comprehensive program in Orange County was set up. Six elementary schools, three junior highs, and one high school in the county were selected as experimental schools, with control groups being chosen from traditional classrooms in other county schools. Pre and post testing was planned, but due to the fact that county approval of the instruments to be used was not secured until January 1972, only post testing was done for that first year of the project.

In 1972-73 final data were gathered on the exemplary programs in the four centers for evaluation--using the same eight instruments that were used in the two previous years.

Evaluation of Orange County was conducted, with pre and post testing in all the experimental and control groups in 1972-73 and 1973-74, using methods employed previously.

RESULTS AND POTENTIAL UTILIZATION

Evaluation results of the exemplary programs in their first year revealed that students in experimental groups (career education programs), as compared to those in the control groups (traditional academic programs), learned significantly more manipulative job skills; pursued more instruction in vocational related courses; received much more individual and group counseling; expressed more interest in occupational choices; achieved equally well in reading, communication and math skills; had more positive attitudes toward work habits; had higher dropout rates, but no difference in attendance records; and their teachers used more varied teaching techniques and more individualized instruction than those in traditional programs. Evaluations for the exemplary programs

for their second and third years showed continued advancement in effectiveness of the program in developing job skills and interest in vocational development among students, and in intensive counseling and teacher use of innovative techniques. However, there was no lower rate of confrontation with the law although, in the third year, there seemed to be a higher attendance and lower dropout rate for students in the exemplary programs.

Evaluations of the Orange County comprehensive programs were conducted for three years--1971-72, 1972-73, and 1973-74. By the end of the second evaluation, it was apparent that the experimental group of students in junior high and high school were learning more entry level job skills and were participating im more skill development activity than control groups of students; the experimental group of students at the high school level had more ability in vocabulary and arithmetic problem solving than did the control groups; and experimental groups at all levels received much more intensive counseling than control groups.

The final report on the Orange County evaluation for 1973-74 (#C4-002) includes a summary of findings for the two previous years of evaluation and comparative data on the three years of the project, as well as a detailed analysis of the 1973-74 year. After three years of the project's operation, the evaluation staff concluded that students in career education programs as compared to students in control groups: learned more entry level job skills, participated in more career orientation and awareness instruction and more career related curriculum activities; had more guidance service; expressed more interest in careers; had better attitudes toward work; and performed equally well in overall studies. Findings related to the program delivery portion of the project are detailed in the final report and indicated that: the inservice training positively affected classroom instruction; teachers felt the career development program produced much good curriculum material and that the program improved their attitudes and teaching ability.

Final reports on evaluation of the two programs may be found under C1-0005; C2-0055#1 and C2-0055#2 (for the exemplary programs) and C2-0055#3; C2-0055#4; and C4-002 for the Orange County project.

SUMMARY

TITLE OF PROJECT: The Evaluation of the Leon District Career Education Project. Grades K-14

ORGANIZATION: University of West Florida

PROJECT DIRECTOR: Lawrence H. Perkins

EXPENDITURES: $13,286.00

DURATION OF PROJECT: October 1, 1974 - June 30, 1975

PROJECT NUMBER: D5-002

PROBLEM

Although Leon County had for many years provided outstanding secondary and post secondary vocational, technical, and adult education programs to prepare youth for the world of work, some needs were not being met. Many students were leaving school without adequate academic skill or job skills. It was felt that opportunities should be expanded to reach all students, K-14, in a broad academic-career oriented program. A project was designed in 1973 (continued through 1975) in Leon County for such a comprehensive career development program. In order to evaluate the program as it was developed and implemented, a contract was negotiated with the University of West Florida for a third party assessment of the project. This evaluation was conducted in 1974-75.

OBJECTIVES

Specific goals of the Leon County career education project were: 1) developing self awareness and career awareness at the elementary level (K-5); 2) providing career orientation and exploratory experiences in 15 occupational clusters at the middle school level; 3) providing indepth career exploration and job preparation experiences and work experiences for grades 9-14; 4) expanding guidance and counseling services at all levels; 5) planning and providing job and educational placement; 6) planning and conducting follow-up studies with feed-back of pertinent information to the school system; 7) conducting inservice training for all teachers, administrators, and support staff involved in career education; and providing a program of school-community involvement. These goals were later modified somewhat by combining placement and follow-up and adding the additional goal of materials development and dissemination services.

This evaluation was conducted for the purposes of evaluating, analyzing and assessing process development and its implementation in the eight areas named above, and evaluating products through measurement of student achievement. Product measurement would determine whether or not students in the career education programs, as compared to students in traditional classrooms, gained a higher level of proficiency in, or made greater gains toward, acquiring the competencies identified in the career education elements.

PROCEDURES

Five elementary schools, two middle schools, one senior high school, one post-secondary area vocational technical school, and one community college were selected to participate in the project as experimental schools. The project staff, in planning and developing curriculum models, incorporated some models and materials previously developed by other projects, such as VIEW (Vital Information for Education and Work), FAIS (Fusing Applied and Intellectual Skills), and LOOM (Learner Oriented Occupational Material).

The evaluation design centered on the eight components named above, and included a review and audit of all major data and information available on the project as it developed. Five survey instruments developed by the evaluation staff, and three commercially developed instruments were used to measure achievement in the career education program. The eight instruments were administered to teachers and students in pre and post test situations to compare students in the project (experimental) schools with students in traditional (non-project) programs on acquisition of career development skills. The final evaluation report discusses evaluation and comparison of experimental groups and control (non-project) groups, stating that selection of these groups were made by counselors in project schools and from "matching" classes in non-project schools. The report states that selection was not actually random, but does not specifically define how these samples were chosen. However, it does contain a table which gives numbers of students tested in each sample.

RESULTS AND POTENTIAL UTILIZATION

Evaluation of process objectives of the project indicated that: 1) career education material development and dissemination were vigorously pursued for the entire project period and teachers responded positively to involvement in its development and implementation; 2) the community was kept informed about the program through the various media; and total implementation of the program appeared to have been slowed by delay in initiation of the project and the timing of its expiration.

Data secured from the survey instruments (product evaluation) indicated that students in the experimental group as compared with students in the control group: performed equally well--except that at the 8th grade level experimental students appeared to have developed greater capacity for self awareness and clarifying personal values; demonstrated equal facility for decision making; acquired as much knowledge about careers, jobs and clusters--except that 11th grade students in the control group seemed to have acquired more knowledge about careers; demonstrated equal awareness of economic aspects of careers; and learned as much about employability skills.

A number of recommendations are included in the final report concerning continuation and improvement of the program, and directions the program might take in the future.

The final report for the project (OEG-0-70-3004) is in four volumes, three of which are curriculum guides for Basic Biology, Secondary Biology, Spanish I-IV, and German I-IV.

L. Turner

SUMMARY

TITLE OF PROJECT: An Exemplary Model for a Total Ecological Approach to Non-Graded Vocational Programs in Separate Educational Centers

ORGANIZATION: Division of Vocational, Technical & Adult Education, State Department of Education

PROJECT DIRECTOR: Kenneth M. Eaddy

EXPENDITURES: #383,386.00

DURATION OF PROJECT: July 1, 1970 - June 30, 1972

PROJECT NUMBERS: 0-361-0094; Contract No. OEC-0-70-5181 (361)

PROBLEM

In the 1960's, efforts to speed up the learning process of academically talented students to meet the needs of space exploration resulted in slow-learners being socially promoted or becoming dropouts. These conditions thrust such students into a world of work for which they were neither academically nor occupationally prepared. Because of the need to provide assistance to such students, in July 1, 1970, a project to implement an exemplary program for improving vocational education opportunities for disadvantaged urban students was begun in four metropolitan areas of Florida. This overall project is #OEC-0-70-5181. Projects in the four county educational centers are: Dade County, project #A70-002; Duval County, project #A70-005; Escambia County, project #A70-003; and Hillsborough County, #A70-004. This overall project continued through June 1972.

OBJECTIVES

The major purpose of the project was to establish non-graded vocational programs for students between the ages of 13 1/2 and 18 1/2 in the four areas. Specifically, product objectives were to: 1) improve attitudinal interaction of the student with his environment; 2) improve academic achievement of the student while developing occupational skills and, 3) develop or improve methods, techniques, skills and attitudes of the teachers to effectively teach disadvantaged students.

PROCEDURES

Procedures relevant to the establishment and operation of the exemplary vocational model included: developing criteria to identify and select students; identifying instruments to measure design variables; securing and adapting instructional materials which would link vocational and academic subject matter to meet individual needs of students; and developing instruments to assess inservice preparation of teachers and supportive staff to work with disadvantaged students.

It was planned that processes of the project would provide: increased student awareness of occupational options through work experience and intensive training in specific job skills; intensive occupational counseling in the last years of school; a wide variety of occupational programs offered; and innovative instructional techniques in working with disadvantaged students.

RESULTS AND POTENTIAL UTILIZATION

An evaluation of the program was conducted by the University of West Florida and this evaluation assessed product and process to determine the effectiveness of the program. Conclusions drawn from the analysis of data indicated that students enrolled in the exemplary programs, as compared to students in traditional academic programs, could expect to learn more entry level job skills; achieve equally well in reading, communications and math skills; and demonstrate more positive attitudes toward school, peers, work, and family.

Recommendations resulting from data collected through informal observations included: staff development programs should include additional techniques in instructing disadvantaged urban students; courses should be added in several occupational areas (D. E., child care, health related occupations, etc.); recruitment of dropouts should be emphasized; special efforts should be made to articulate with other educational institutions.

Final reports on the third party evaluation of the four county centers may be found under projects #C1-0005 and C2-0055. A final report is available on this overall project under #OEC-0-70-5181, and may also be found in the ERIC system under ED 060 193.

L. Turner

SUMMARY

TITLE OF PROJECT: An Exemplary Model for a Total Ecological Approach to Non-graded Vocational Programs in a Separate Center

ORGANIZATION: Dade County Board of Public Instruction (Booker T. Washington Junior High School, Miami)

PROJECT DIRECTOR: Ernest Upthegrove

EXPENDITURES: $644,939.91

DURATION OF PROJECT: July 1970 to June 30, 1974

PROJECT NUMBER(S): A70-002; D70-003; B1-0261; B1-5147; C1-0067; C1-0049; D1-0001; B2-1023; B2-1065; A2-0005; A3-0010; D4-001

PROBLEM

Efforts to speed up the learning process of academically talented students to meet the needs of space exploration resulted in the slow-learners being either socially promoted or becoming dropouts. These conditions thrust such students into a world of work for which they were not academically prepared. Most importantly, none of them had marketable skills to provide them with entry into employment. In 1970 a need was seen to provide assistance to these students who had not profited from regular school programs, so that each student would be equipped with a marketable skill. Therefore, an exemplary program was set up in four separate educational centers, Dade, #A3-0010; Duval, #A2-0004; Escambia, #A2-0002; and Hillsborough, #D2-0003, Counties. The overall number for the four centers is #OEC-0-70-5181. A final report on this overall project may also be found in the ERIC system under #ED 060 193.

OBJECTIVES

The objective was to broaden the exploratory experience of junior high students and establish elementary career awareness, in order to meet the needs of disadvantaged and minority groups of students identified as potential dropouts.

PROCEDURES

Initial steps were taken to provide instruction in a series of "cluster" courses designed to familiarize students with career opportunities within broad fields of the world of work. Several clusters were identified which were considered meaningful for articulation from junior high to senior high vocational education. The work experience program was blended into the offerings. Summer workshops were held to prepare vocational instructors to work with new and modified content, and to train them in methods of working with junior high school level students and with a disadvantaged minority.

Secondly, provision was made for career guidance for non-college bound students by developing a model state occupational specialist training program. Forty-seven such specialists were prepared during the project's second year.

During the 1971-72 school year course content was fieldtested and revisions were made throughout the summer of 1972. During 1970 - 1973, intensive field testing and evaluation continued, along with final syllabus production.

An elementary component was begun in the summer of 1971 with a tentative content outline by a group of elementary educators and administrators. This material was fieldtested in the following year. Also conceptualized were career resource centers for all of the county elementary schools, learning activity packages, and an elementary career awareness "quinmester" program.

RESULTS AND POTENTIAL UTILIZATION

The project staff considered the exemplary program a success in most respects, particularly the junior high/middle school level program since it allowed students in several schools the opportunity of exploring several career clusters. Although the elementary component was not completed, subjective data indicated an acceptance of the program.

Recommendations of the project staff were: 1) that development of the elementary component be continued and accelerated in the immediate future; 2) that junior high cluster courses be made more comprehensive and include additional clusters; 3) that exploratory courses be available to all junior high students, not merely potential dropouts; and 4) that senior high schools develop related courses.

The activities conducted through July 1973, as described above are discussed in a final report, filed under project #A3-0010. In July '73 an additional grant was approved to allow testing of the elementary career center concept. This included completion of Career Center Concept materials packages of 40 career activities, revision of certain curriculum materials, e.g., development of guidelines to fieldtest the center concept materials cooperatively, design of an inservice orientation program for personnel who would be fieldtesting the materials. The final report for this final portion of the project, ending in July 1974, may be found under project #D4-001.

L. Turner

SUMMARY

TITLE OF PROJECT: An Exemplary Model for a Total Ecological Approach to Non-Graded Vocational Programs in a Separate Educational Center

ORGANIZATION: Duval County School Board (Stanton Center)

PROJECT DIRECTOR: B. J. McDuffie

EXPENDITURES: $515,786.91

DURATION OF PROJECT: July 1, 1969 - July 30, 1973

PROJECT NUMBER(S): 570-124; A0-0007; A70-005; A1-0002; C1-0054; D1-0003; A2-0004; B2-5043; B2-5052; A3-0001; A3-0002

PROBLEM

In the 1960's, efforts to speed up the learning process of academically talented students to meet the needs of space exploration resulted in the slow-learners being either socially promoted or becoming dropouts. These conditions thrust such students into a world of work for which they were not academically prepared. Most importantly, none of them had marketable skills to provide them with entry into employment. In 1970 a need was seen to provide assistance to students who had not profited from regular school programs, so that each student would be equipped with a marketable skill. Therefore, an exemplary program was set up in four separate county educational centers--Dade County, #A70-001; Duval County, #A0-0007; Escambia County, #D70-002; and Hillsborough County, #D70-001. The overall project for all four centers is OEC-0-70-5181.

OBJECTIVES

Objectives of the project were to: 1) set up a vocational oriented center; 2) develop criteria for selection of students with special needs (under-achievers, students with learning handicaps and students alienated from traditional education--potential dropouts); secure and utilize materials which would link vocational education and related subjects to fit individual learning patterns; evaluate student progress under this program; and conduct inservice workshops for instructors of such students.

PROCEDURES

Procedures relevant to the establishment and operation of the exemplary vocational program included: selection of 100 students based on specific criteria (over age in grade, measured IQ rates, absentee record, etc.); inservice training programs in the summer of 1970 for teachers, occupational specialists, curriculum writers, social workers and administrators. Another workshop was held in the summer of 1971 after a year of operation, to construct a total school program for the coming school year.

RESULTS AND POTENTIAL UTILIZATION

At the end of the 1972-73 school year the center accommodated 310 students. The program exerted a concentrated effort in the area of reading. Staff members felt that student accomplishment was encouraging. Curriculum developed at the end of the 1972 workshop was implemented in the 1972-73 school year. Developed materials included curriculum on: Small Gasoline Engines, Cabinetmaking, Tailoring, Employability Skills, Masonry, Upholstery, Offset Printing, Service Station Attendant, Typewriting, Horticulture, Building Maintenance, and Food Services.

A third-party evaluation of the project was conducted by the University of West Florida and may be found under project #C1-0055; and C2-0055#1; and C2-0055#2. Recommendations made by project staff for the future included: 1) preservice training should be conducted for all faculty in dealing with disadvantaged students; placement services should be available; special programs should be conducted to acquaint other educators and the community with objectives of the program; a followup should be made of all students who left the program; and the program should be expanded to enroll more students and should evolve into a comprehensive program for career development.

The assessment survey, done in 1977 by the Department of Education Vocational Research Section, indicated that the school was in a permanent site and well equipped, a work experience program had been established, improved academic achievement of students was evidenced in testing results, and teachers methods and skills and attitudes were improved for effective teaching of disadvantaged students.

Final reports on the project may be found under project #'s A2-0004; and A3-0002#1; curriculum may be found under A3-0002#2 through A3-0002#12.

RELATED PROJECTS:

Dade County	A70-002
Escambia County	D70-002
Hillsborough County	A70-004

L. Turner

SUMMARY

TITLE OF PROJECT: An Exemplary Model for a Total Ecological Approach to Non-graded Vocational Programs in a Separate Center (Beggs Pre-Vocational Center)

ORGANIZATION: Escambia County School District

PROJECT DIRECTOR: Donnie Treadwell

EXPENDITURES: $390,281.17

DURATION OF PROJECT: April 10, 1970 - June 30, 1973

PROJECT NUMBER(S): D70-002; A70-003; A1-004; A1-0091; C1-0053; D1-0002; B0-5006; A2-0002; D2-0001; A3-0009; B3-0012

PROBLEM

In the 1960's, efforts to speed up the learning process of academically talented students to meet the needs of space exploration, resulted in the slow learners being either socially promoted, or becoming dropouts. These conditions thrust such students into a world of work for which they were not academically prepared. More importantly, none of them had marketable skills to provide them with entry into employment. A need was seen to provide assistance to such students who had not profited from regular school programs, so that each student would be equipped with a marketable skill before exit from school. Therefore, in 1970, an exemplary program was set up in four separate county educational centers--Dade, #A70-002; Duval, #A70-005; Escambia #A70-003; and Hillsborough #A70-004. The overall project for all four counties is #OEC-0-70-5181.

This summary describes the Escambia project. Escambia County's dropout rate between the 7th and 12th grades was approximately 50% in the 1960's. It was felt that these dropouts lacked correlation between what was demanded in the classroom and their own goals in life. To meet this challenge, the Beggs Center was established as a developmental program seeking to fill the needs of potential dropouts--to reach intelligent but detached youngsters and stimulate them to learn and become productive adults.

OBJECTIVE

In April 1970 the exemplary project funded for Escambia County provided for full scale remodeling and operation of the Beggs Center, which had begun a pilot project in 1969. Broad objectives were: 1) to improve attitudinal interaction of the students with their environment; 2) improve academic achievement of the students; 3) develop occupational skills of the students; and 4) develop or improve methods, techniques, skills and attitudes of teachers of disadvantaged students.

PROCEDURES

A diagnostic learning center was set up at Beggs. During the pilot program student selection criteria had been established, such as: grade retardation, reading retardation, low scholastic average, attendance problems, personality deficiencies, and IQ range of over 75. Students were exposed to shop and classroom experiences and made visits to local industry and civic and cultural centers; and periodic home visits were made by staff members to obtain parent interaction and response. In the first year of operation, 600 students (all boys) were selected. With the funding of the exemplary project, the center was renovated and more personnel hired to allow operation on a full-time basis.

In the beginning, there were 3 hours of vocational offerings and one academic related class daily. Students were originally assigned to vocational areas of their choice with one teacher covering all subject areas; however, it was later recognized that students should be rotated through several vocational areas. It was also found that elementary teachers of 5th and 6th grade experience were best suited to work with disadvantaged clientele. It was further discovered that the broad policy statements on all aspects of the school should be detailed, but that rules for students should be few and flexible. Because of its unique nature, some adjustments had to be made in teaching, testing and counseling procedures. Therefore, workshops were held to orient teachers and counselors to deal with the unique problems encountered.

Much of the technical curriculum materials used in the beginning came from industry and military technical schools. However, in 1971-72, as the project progressed, some curriculum design workshops were undertaken, and units and mini-units were prepared for classroom use. Workshops were also held to introduce teachers and counselors to this material.

RESULTS AND POTENTIAL UTILIZATION

The nature of the program and its clientele automatically implied built-in problems. Such a program could not function in a traditional school. For this reason, it was pointed out in a booklet produced by the project staff entitled, E. Dixie Beggs Educational Center Its Planning and Development, the program proved to be of undoubted value. The project director stated that due to the nature of the program, it would require two to three years to become relatively stable, but that it would never become static. By the 1972-73 school year there was a daily enrollment growth and a waiting list of over 1000 students for the center.

The report may be found on microfiche, under project #A2-0002. A microfiche of the overall four-county project may be found in the ERIC system, #ED060 193. A third party evaluation on the four-counties, done by the University of West Florida may be found under project #'s C1-0005, C2-0055#1, and C2-0055#2.

L. Turner

SUMMARY

TITLE OF PROJECT:	Exemplary Model for a Total Ecological Approach to Non-Graded Vocational Programs in Separate Centers
ORGANIZATION:	Hillsborough County School Board George Washington Junior High
PROJECT DIRECTOR:	Carl Miller
EXPENDITURES:	$511,883.72
DURATION OF PROJECT:	April 7, 1970 - June 30, 1973
PROJECT NUMBER(S):	D70-001; A70-004; A0-0006; A1-0001; C1-0055; C1-0056; D1-0004; D2-0003; A3-0006; A3-0049

PROBLEM

In the 1960's efforts to speed up the learning process of academically talented students to meet the needs of space exploration resulted in the slow-learners being either socially promoted or becoming dropouts. These conditions thrust such students into a world of work for which they were neither academically nor occupationally prepared. In 1970 a need was seen to provide assistance to such students so that they would be equipped with marketable skills before leaving school. Therefore, an exemplary program was set up in four separate educational centers--Dade County, project #A70-001; Duval County, project #A0-0007; Escambia County, project #D70-002; and Hillsborough County, project #D70-001. The overall project number for all four centers is OEC-0-70-5181.

OBJECTIVES

The overall purposes were to establish a program to provide opportunities to urban disadvantaged students to develop basic job and communication skills and some specific occupation skills and to implement a model for a non graded vocational program at the junior high level. Specific objectives were to improve academic achievement of students while developing occupational skills, improve the attitudinal interaction of students with their environment, and develop and improve methods and techniques of teachers to effectively teach disadvantaged students.

PROCEDURES

In the summer of 1970 an eight-week workshop was held to train teachers, guidance counselors, and other school staff in working with disadvantaged youth. During this workshop, instructional materials were selected, lesson outlines were constructed, and data were collected on community job opportunities. As the program began, criteria were designed to identify and select students for the program (low academic and verbal skills, average IQ of 89, resentful and aggressive attitudes, etc.); instruments to measure design variables were identified; instruments to assess inservice preparation of school staff were developed; instructional materials were selected and adapted to link vocational and academic subject matter to meet individual needs of students; and facilities were renovated and equipped.

In the 1971-72 school year a group of 65 students at George Washington Junior High were selected as experimental group, based on the identified criteria; the control group selected consisted of 65 students in three other 8th and 9th grade centers meeting the same criteria as the experimental group. Summer programs (non-graded) were offered to students in 1971 and 1972, and another inservice teacher workshop was held in the summer of 1972. By June 1972 the program had 300 students. Some of these had been employed in the community during the school year.

RESULTS AND POTENTIAL UTILIZATION

Results of the data from the 1971-72 school year showed that the experimental group had a 10% better attendance rate, fewer withdrawals, and higher academic achievement than the students in the control group. Also at the end of that year, curriculum changes and program activity changes were made, based on recommendations of an advisory committee. Guidance personnel began to develop instructional units on attitudes and self-concepts, personal and social behavior, and occupational and vocational exploration. More effective working relationships with parents and community agencies resulted from the knowledge gained in the first year.

A third party evaluation was conducted by University of West Florida in 1971 and in 1972. Final reports on these evaluations may be found under project #'s C1-0005 and C2-0055.

In the 1972-73 school year learning packets and other curriculum materials were revised, implemented and evaluated for applicability. New curriculum was also developed.

At the conclusion of three years of operation a final report, #A3-0006 includes discussion of the progress of the program in terms of teachers' and coordinators' opinions based on day to day contact with students and the program. It also includes instrument-measured data to support these opinions. Recommendations made by project staff based on all evaluations included the suggestions that this type of program should be offered to all junior high school students as well as disadvantaged; and that the program should be integrated into other junior high curriculum throughout the state, as the separate facility concept was found to be undesirable at the junior high level.

In a survey done in 1977 by the Department of Education Vocational Research Section, information received from the principal investigator indicated that as a result of the exemplary program, modified prevocational programs were established in all county junior high schools; that the original program was still functioning with a decreased number of course offerings; and that career education was firmly established in the county. Final reports on the project may be found under project #'s D2-0003, and A3-0006 which includes curriculum guides. The overall project may also be found in the ERIC system under #ED 060 193.

L. Turner

SUMMARY

TITLE OF PROJECT: FAIS - Fusion of Applied and Intellectual Skills

ORGANIZATION: University of Florida

PROJECT DIRECTOR: M. F. Smith

EXPENDITURES: $354,857.76

DURATION OF PROJECT: July 1, 1970 - June 30, 1975

PROJECT NUMBER(S): C1-0004; C1-0051; C2-5003; B3-0045; C3-007; C3-075; C3-080; D3-0002; B4-0032; C4-012; D4-012

PROBLEM

In 1970 a need was seen for occupational orientation for students at all levels.

OBJECTIVES

The original purpose of this project was to develop a model curriculum which would enable all children to learn about the work world, make self-appraisals, and accomplish goals. The intent was to develop, over a three year period beginning in 1970, a K-12 curriculum based on this concept.

PROCEDURES

Initially the project staff attempted to work with groups of teachers to design a set of objectives, but this approach was found to be impractical for several reasons. Teachers knew little about careers outside education. Further, since career education was not at this time a primary goal of schools, the teachers felt that there was not a need for it. Therefore, it was felt that the staff should begin development of curriculum on its own.

The K-5 curriculum was developed the first year and field tested in the second year while the 6-8 curriculum was being developed. In the third year more field testing was done and revisions made. The 9-12 curriculum was never done. Four thousand students and 115 teachers participated in the evaluation effort. The field testing, which included workshops, periodic conferences with teachers, and pre and post testing of students, had two objectives. The primary one was to gather information from teachers and students on how to improve materials; the secondary objective was to ascertain the effect materials had on attitudes of pupils and teachers toward career education.

RESULTS AND POTENTIAL UTILIZATION

The end products of this effort were three multi-media systems of career education--K-2, 3-5, and 6-8, including film strips, cassettes, games, puppets, etc. -- each designed for 2 years of classroom work with groups of 30 students.

In 1973 the material was reviewed by 13 commercial publishers, and a proposal review team was selected to make recommendations for selection of one publisher. The Education Achievement Corporation of Waco, Texas was selected and began publishing these materials under the title of The Valuing Approach to Career Education. The State of Florida receives 6% of the net on all sales; as of 1975 more than $1,000,000 had been made in gross sales.

The FAIS staff felt that the project was successful, in that the primary purpose of developing, testing, and revising curriculum materials was met, and effective dissemination was made. However, it was felt that at the end of the curriculum development project it was still to be learned whether the materials were effective, since most of the teachers using it had not been trained beforehand, and the intent of the FAIS staff had been that the material should be used only after training.

In 1973-74, a project was initiated to implement the FAIS material in middle schools. Three experimental and three control schools were used. Evaluation of data from this project indicated that problems with introducing a new concept in career education into existing programs were believed to be largely attributable to negative teacher attitudes toward this approach.

Therefore, in 1974-75, two additional projects sought to design teacher workshop models which would engender positive teacher attitude toward the affective approach to career education and provide teachers with experimental learning to facilitate classroom strategies in the use of this approach. Workshop models were developed and tested in two pilot workshops. Teacher attitudes measured before and after the workshops indicated that these model workshop components would be valuable tools for producing teachers receptive to the affective approach and it was recommended that plans be set up to disseminate this model to all teachers intending to use the valuing approach concepts and materials.

In a survey done in 1977 by the DOE Vocational Research Section, it was learned that the materials developed were still in use throughout the state, as well as in 45 other states, and some foreign countries. Final reports for various phases of the project may be found under project #'s C2-5033; C3-075; D3-0002; B4-0032 and C4-012.

SUMMARY

TITLE OF PROJECT: GROW (Gaining the Realities of Work) Activity Cards K-12, 3-6, 7-9, 10-12, and Inservice Participant Booklet

ORGANIZATION: Florida State University Career Education Center

PROJECT DIRECTOR: Maxine Carr

EXPENDITURES: $48,943.00

DURATION OF PROJECT: January 28, 1975 - June 30, 1975

PROJECT NUMBERS: C5-004, D5-007

PROBLEM

In 1974-75, the Career Education Center observed that all Florida school districts had completed at least one planning year for career education and could be expected to have three to four years ahead of them for gradual implementation, inservice training, and continued planning and evaluation. However, at this time, no statewide instructional material existed which could aid career education directors and classroom teachers on a systematic basis in the task of putting together a modified career oriented curriculum which infused career education concepts into current curriculum. It seemed to personnel of the Career Education Center that accomplishment of this task would require teachers to have experience both as participants and as designers of activity-based instruction.

In order to meet this need, the project described here was initiated at the Center's curriculum laboratory. This endeavor, called Project GROW (Gaining the Realities of Work) was one of the Center's major curriculum activities and was designed to produce validated activity-based instructional materials and modules of inservice training for classroom managers using the materials.

OBJECTIVES

Project GROW was designed to help teachers infuse career education into existing curriculum through activity-based instruction. In developing the materials, the goals of the curriculum team were to produce multi-media teacher-oriented inservice instructional materials for use at all grade levels K-12, across all academic subject areas. Development of the material was conducted under project #C5-004.

A second grant, conducted concurrently with the development grant was for the sole purpose of developing a dissemination/diffusion plan for the five curricular resource products being developed by Project GROW. Specific objectives included: (1) developing and reproducing a multi-media inservice training package (tested and validated) on activity based instruction and the process of infusing career education into existing curriculum; (2) developing and reproducing four classroom activity packs containing prototypes

of teacher validated activity-based career education activities; (3) developing and disseminating descriptive brochures to introduce the products; (4) providing a complete set of the products for each district career education director and other key personnel; (5) training these personnel to use the inservice training package to train teachers in use of the materials; (6) providing a plan to disseminate the activity packages to teachers and other target populations; and (7) evaluating the dissemination and diffusion activities.

PROCEDURES

During 1975 the curriculum development staff directed by Maxine Carr developed these materials under project #C5-004, which was a grant awarded to the Center to support production of a number of curriculum materials (including GROW, Employability Skills Series, printing of the Auto Mechanics V-TECS Catalog, etc.). A separate grant (#D5-007) provided for the reproduction and diffusion of the GROW materials.

Plans were to reproduce the five products of GROW by June 1975 and to supply them to each county career education director free; any remaining packages were to be sold for $2.00 per pack on request. The project staff provided inservice training sessions for key personnel, as well as awareness activities designed to promote interest in the GROW material. A Curriculum Lab consultant was provided to train the designated district personnel in use of the materials at five workshops held in each of the regional area offices.

RESULTS AND POTENTIAL UTILIZATION

No final report is available on this project, although the five products resulting from the GROW staff activities were reproduced and disseminated. These materials consisted of four career education activity packages--for grades K-2, 3-6, 7-9, and 10-12, and one Inservice Participant Booklet accompanied by three slide-tape presentations to be used with it in inservice workshops. The activity cards, packaged in four envelope-style boxes, supply a teaching resource which provide experiences for students in money management, science, social studies, English, health, and mathematics, using role-plays, simulations, group activities, educational games, etc.

The training booklet contains abstracts of the slide tape presentations and gives the teacher the necessary information to use this training system without the slide-tape presentations. The objective of this inservice training was to provide teachers with the basic information to implement GROW activities and develop activities of their own using the GROW format.

Figures available from the Career Education Center in the summer of 1977 indicated that the GROW materials had been distributed in and out of the State in the following numbers:

K-2 Activity Cards	3,281
3-6 Activity Cards	3,323
7-9 Activity Cards	3,449
10-12 Activity Cards	2,330
Participant Booklet	12,139

All of these products are available on microfiche under project #D5-007.

L. Turner

SUMMARY

TITLE OF PROJECT: Introduction to Vocations: An Innovative Approach to Career Development

ORGANIZATION: Brevard County School District

PROJECT DIRECTOR: Burgess A. Meadows

EXPENDITURES: $15,699.50

DURATION OF PROJECT: July 1, 1968 - June 30, 1969

PROJECT NUMBER: 569-109

PROBLEM

Changing vocational needs of the society indicated in 1967 that children in their 9th year of schooling become faced with a need to make at least a preliminary occupational selection; however children at that stage of development have not usually experienced activities which would equip them to make such choices.

OBJECTIVES

The purpose of the project was to focus on providing more extensive and meaningful opportunities for 9th year students to examine a wide spectrum of vocational pursuits in order to broaden their vocational maturity.

PROCEDURES

To accomplish these objectives, a program called Introduction to Vocations was initiated at two (Johnson and Kennedy) junior high schools during 1967. Three test instruments were administered to all students at these schools and to control and experimental groups chosen from other high schools on a pre and post Introductions to Vocations program basis. These tests, given to all 9th grade boys, for the purpose of measuring the effectiveness of the Introductions to Vocations (IV) program, were: Interest Survey; the Test of Occupational Knowledge (OKT); and the Haller Occupational Aspiration Survey (HOAS). Test results are described in the 1968 evaluation report.

RESULTS AND POTENTIAL UTILIZATION

The evaluation report offers a record of charts and tables; pre and post testing results in each of the three instruments, showing changes in career outlook after the IV program; discussions of the relative merits and shortcomings of testing procedures and results; and copies of student interviews. Though results were generally inconclusive, there was some indication of changes of attitude toward a more realistic approach to career outlook after taking the IV program.

The report made the following recommendations: 1) Based on the assumption that 9th year students are already making course selections in preparation

for high school, it was recommended that the IV Program should be implemented in the 8th year. It was felt that dropouts in the 10th year indicated that plans for early exit starts before the 9th year; 2) Consideration should be given to introducing the IV Program in the 7th year and calling it Career Development; 3) Use the OVIS Test as an exploratory device; 4) Broaden counselor instructor relationships and assign a vocational-oriented counselor-coordinator at the county level; 5) Develop renewed awareness that vocational development is the responsibility of every teacher; 6) Develop continuity between all schools' programs with this innovative approach. Several recommendations concerning the use of instruments for evaluating the programs was also included in the evaluation report.

The second year of the project was the first year the project was funded by the Department of Education. The Introductions to Vocations Program set up in 1967 was continued during the funded year. The final report for the funded year is not available.

SUMMARY

TITLE OF PROJECT: Learning Laboratory to Teach Basic Skills in a Culturally Deprived Area
AND
Experimental Junior High School Curriculum

ORGANIZATION: Dade County Public Schools (Booker T. Washington Junior-Senior High School)

PROJECT DIRECTOR: Nicolas H. Borota, Gladys M. Veitch (Learning Lab)
Fred C. Murray (Experimental Jr. H. S. Curriculum)

EXPENDITURES: $405,440.00 (Learning Lab)
$18,167.75 (Experimental Jr. H. S. Curriculum)

DURATION OF PROJECT: April 1, 1965 - June 30, 1968
July 11, 1968 - June 30, 1969

PROJECT NUMBERS: OE-5-85-073
269-8

PROBLEM

In 1965 more job opportunities existed in Dade County than ever before for persons qualified in vocational fields, while large numbers of vocational training programs were being offered in county schools. At the same time, far too few of the disadvantaged youth in the area were able to obtain maximum benefit from this situation because they lacked the prerequisites in basic skills necessary to qualify for the programs offered.

Therefore, it was proposed that a developmental study be set up at Booker T. Washington Junior-Senior High School in Miami to provide 10-12th grade level disadvantaged students with remedial programs to alleviate this problem.

OBJECTIVES

The purpose of the project was to upgrade the basic skills and vocational preparation of culturally disadvantaged youth through systematic programs provided in a modern learning laboratory. Specific goals included: to identify vocational interests, aptitudes and aspirations of 10-12th grade students in the depressed area; to determine the status of basic skills prerequisites for vocational education; to design a basic skills program to meet such prerequisites; to implement this program over a three year period at the chosen high school, as an adjunct to the normal academic program; to assess the program, report and disseminate the results; to prepare students for entrance into vocational programs located in the area; and to provide continuous inservice education to teachers involved.

PROCEDURES

A laboratory was set up at Booker T. Washington High School and was staffed with coordinators and trained specialists in language arts, arithmetic, and guidance. Students were scheduled into the center for intensive work in basic skills in three hour blocks of time daily--one for reading, one for

arithmetic, and one for guidance and resource learning. The Laboratory consisted of three well designed and cheerful classrooms equipped with audio visual materials and other specialized instructional resources. The program was designed to utilize more individualized instruction than conventional programs provided.

RESULTS AND POTENTIAL UTILIZATION

Learning materials were developed and evaluated in the Laboratory over a two-year period. Evaluation of the program showed it to be successful in accomplishing its purpose and the evaluation further suggested that the program be adapted and extended to include ninth grade disadvantaged students. Curriculum guide units in 10 study areas were developed under this project and may be found on microfiche under project #OE-5-85-073.

In 1968 the project was expanded (#269-8) to include disadvantaged junior high school students at the ninth grade level, for the purpose of training them in prevocational and vocational skills and providing opportunities in basic supportive academic programs. It differed from the original purposes of the learning laboratory in that: 1) it would include prevocational and vocational skills, knowledge, values and attitudes; and 2) a curriculum concept introduced would integrate both general education and vocational education. Students who were low achievers were chosen and assigned into three hour blocks for academic remediation and guidance. An additional 2 1/2 hour block of time was programmed for practical shop experience.

This project was conducted one year on a limited basis and was a forerunner of the career education program established in 1970 at Dade County and three other pilot areas (Duval, Escambia and Hillsborough Counties),entitled "An Exemplary Model for a Total Ecological Approach to Non-graded Vocational Programs in Separate Centers." Microfiched information on these later programs may be found under project #'s OEC-0-70-5181, A70-002; A70-005; A70-003, and A70-004.

SUMMARY

TITLE OF PROJECT: Performing a Third Party Evaluation of Career, Economic, and Community Education Components in Selected Florida School Districts (EPIC)

ORGANIZATION: Educational Progress in Careers, Inc (EPIC)

PROJECT DIRECTOR: Robert Eaton

EXPENDITURES: $207,750.00

DURATION OF PROJECT: July 14, 1974 - June 30, 1977

PROJECT NUMBERS: 750-010, 760-013, 770-002, 770-092

PROBLEM

The Educational Committee of the Florida Council of 100 believed that broad cross-sections of people in Florida should come together and make plans for the improvement of education offered in their districts to better equip children and adults for the world in which they live. Based on this belief, the Committee organized EPIC, Inc., a non-profit educational corporation (Educational Progress in Careers, Inc.) to conduct research and evaluation studies in all phases of career-economic-community education.

OBJECTIVES

This project was a contractual arrangement between the Division of Vocational Education and EPIC, initiated in July 1974 for the purposes of: 1) developing and validating an evaluation system, from the student point of view, to assist educators and school administrators in assessing the status of career, economic, and community education programs; 2) developing valid student data collection procedures at each educational level; and 3) developing methods for continually involving business representatives, parents and educators in evaluating career, economic and community programs in each school district.

PROCEDURES

A statewide Evaluation Committee was organized, and in coordination with EPIC, developed a list of Ten Components of Career-Economic-Community Education. The committee also developed 18 evaluation instruments which demonstrated administrative, staff and community performance, and held a series of workshops to validate the instruments; and collected and validated pre/posttest experimental control data in three school districts--Broward, Orange and Pinellas.

RESULTS AND POTENTIAL UTILIZATION

Products resulting from the two years of the project reported in the two volume final report microfiched under # 760-013 include:

1. A battery of evaluation instruments
2. evaluation guidelines (found in the final report)
3. list of Ten Components of Career-Economic-Community Education (found in the report)

It was intended by the EPIC Board that each component should receive greater emphasis in Florida education. The final report contains a list of the battery of instruments; information on validation of the instruments; data collection procedures; tables of analysis on student, teacher, administrator and parent data; scoring keys, and in the appendix, samples of the student performance instrument and of the teacher, administrator, community performance instrument.

SUMMARY

TITLE OF PROJECT:	Perpetuate Puppetry
ORGANIZATION:	Volusia County School District
PROJECT DIRECTOR:	Clarice Biggens
PRINCIPAL INVESTIG:	Eleanor Bateman
EXPENDITURES:	$985.00
DURATION OF PROJECT:	January 1, 1977 - June 30, 1977
PROJECT NUMBER:	D7-009

PROBLEM

Research in education has repeatedly shown that among the many factors influencing career choice, one of the most important ones is self concept. It appeared to the investigator that providing students with a heightened knowledge of career opportunities in early childhood education through hands-on experiences and community interaction would enhance students' self concepts, and that career opportunities would also become more realistic to them.

OBJECTIVES

The major objective of the project, as stated in the proposal, was to guide students enrolled in classes in Exploration of Child Care, through a number of hands-on experiences which would assist them to become more aware of career possibilities in the area of early childhood education, while giving specific attention to student self-concepts. Specific stated goals included: developing an awareness of the need for child care workers in society; providing students with a broad range of knowledge and experience in the subject; developing positive attitudes toward work, home, family and home economics-related occupations; and helping students acquire a positive and improved self-concept. As the study was carried out, its emphasis centered on enhancement and measurement of students' self concepts.

PROCEDURES

Two classes of ninth grade girls (a total of 54 students) enrolled in Exploration of Child Care, were chosen as subjects in the study. These students made puppets and wrote and prepared puppet shows to present on field trips to county day care centers. They visited these centers to present the shows, as well as to observe child care operations. Community resource speakers were brought to the classroom, and slide tapes were made of day care center and classroom activities. At the beginning of the semester in which the

study was conducted, the Pier-Harris self-evaluation scale was administered in a group setting. This instrument was also readministered at the end of the semester.

RESULTS AND POTENTIAL UTILIZATION

The final report details results of the study in terms of effectiveness of the program in enhancing student self-concepts and human awareness, based on the hypotheses stated in the report. The purpose of the study, as stated in this report, was to help students improve their self-concepts by working in a creative medium of puppetry and sharing this with preschool children in area day care centers.

Results of the pre and post tests which were administered to the two classes of students, indicated that substantial improvement in students' self-concepts took place as a result of an enhancement and human awareness program, as measured by the Pier-Harris Self-Concept Scale. Students who scored the lowest on the pretest showed the most gains. Students were not compared with each other, but were studied only for self-growth. The investigator concluded that self-concept can be enhanced. A number of recommendations are made in the report on possibilities for additional studies.

SUMMARY

TITLE OF PROJECT	Project LOOM - Learner Oriented Occupational Materials
ORGANIZATION:	Florida State University
PROJECT DIRECTOR:	Ernest Berger & James Heggen
EXPENDITURES:	$469,158.52
DURATION OF PROJECT:	June 19, 1970 - June 30, 1975
PROJECT NUMBERS:	C4-004; BR3-1011; B1-5030; C1-0002; C1-0048, C1-0052; C2-0052; B2-0003; A3-0003; D4-011; D5-001; D5-006; D3-0003; D5-006#1 through D5-006#41

PROBLEM

Early in 1970 the Florida Legislature foresaw the need to create and implement occupational awareness programs at the elementary level in the state's public schools. Project LOOM was a direct result of this legislative mandate and in September of 1970 Project LOOM began as a state funded curriculum research project. It was developed by faculty of the Industrial Arts Department, Florida State University, in Tallahassee. Initially the project was a curriculum research and development effort which ended in product development of a delivery system which included learning units in 16 occupational clusters.

OBJECTIVES

The basic objectives of this project were to: 1) develop among all participants in cooperating school districts, an understanding of the role of career education awareness and relationships between the academic and vocational portions of a school program; 2) develop instructional materials of a unitized nature which would provide teachers with the necessary information and resources to conduct "hands-on" career awareness activities in the elementary and middle schools; 3) conduct LOOM workshops on a statewide basis for participating teachers to acquire competencies to design, develop and implement LOOM units into classroom situations; 4) establish a centrally located pilot "LOOM Demonstration Center"; 5) establish a centralized location for dissemination of LOOM instructional and evaluation materials to requesting school districts; 6) continue assistance to participating and requesting school districts in the dissemination and diffusion of LOOM units; 7) develop in each student awareness of occupations in the world of work, positive attitudes toward the significance of work, and an understanding of the need for occupational decision-making; 8) and enhance academic education through the use of LOOM units.

PROCEDURES

To accomplish the project's objectives it was determined that an advisory committee was needed to plan the procedures the project would follow. This

advisory committee decided that the project should start at the ground level. Therefore, LOOM units were written by practicing teachers and tested in typical classroom situations. To prepare teachers to develop these units the project staff held workshops to provide teachers with information necessary to produce LOOM units. The units were written around specific occupations and featured hands-on activities for student involvement in all types of work situations. After review by the project staff, the units were reproduced and disseminated to other schools for experimental use. Feedback data gathered from participating teachers was used in refinement of the units. During the project's first three years, LOOM supported a local technical consultant in each of the participating counties to serve as a resource person to assist teachers in designing, developing and implementing LOOM units. A number of LOOM units were developed and tested by participating teachers during this period. These units were submitted to the project staff for critique and/or revision.

RESULTS AND POTENTIAL UTILIZATION

The final products that were developed are known as LOOM units. These are activity-based career awareness instructional materials for grades K-8 in 16 occupational clusters. These materials are designed to incorporate career education into the elementary and middle school curriculum by introducing the major aspects of a given occupation. The clusters within which the units were developed include: Agri-business & Natural Resources; Business & Office; Communication & Media; Construction; Consumer & Homemaking; Environmental Control; Fine Arts-Humanities & Crafts; Health & Sanitation; Hospitality & Recreation; Manufacturing; Marine Sciences; Marketing & Distribution; Personal Services; Public Services; Science & Transportation.

During the 1973-74 school year Project LOOM was engaged in an "in-house" evaluation which involved a number of elementary and middle school teachers and students in five Florida school districts. These participants had not been involved with the development or testing of LOOM units. The purpose of this evaluation was to determine the effectiveness and acceptance of LOOM units as judged by persons who had never used the units. The results of the evaluation clearly indicated that teachers and students enjoyed using these units and through this utilization the objectives of the project were achieved. The project has now completed its product development, formal evaluation, and dissemination stage. During the dissemination stage all LOOM units were reproduced and distributed to all 67 Florida school districts. LOOM materials are now being used by the Army Dependent School System, as a result of an FSU/USDE Industrial Arts and Career Education Workshop conducted in Europe during the summer of 1973. LOOM materials have been requested for review by the Korean Educational Development Institute, through the Center for Educational Technology, FSU. LOOM offers a wide range of program possibilities for special groups within the educational community. For example, the units have proven effective for special problems of minority groups such as refugees, migrant workers and handicapped persons. Further information on project LOOM may be found on microfiche number B3-1011 which is a final report on the evaluation of the units. Also included with this report is a master list of LOOM units with appropriate microfiche numbers. The LOOM Units produced are available on microfiche under #'s D5-006#1 through D5-006#41.

SUMMARY

TITLE OF PROJECT: Project PRO-CESS (Professional Career Educator's Self-Instructional System)

ORGANIZATION: Career Education Center, FSU

PROJECT DIRECTOR: Dr. Romeo M. Massey

EXPENDITURES: $119,298.36

DURATION OF PROJECT: August 1, 1973 - June 30, 1975

PROJECT NUMBERS: BR4-0023, C3-078, B4-0662

PROBLEM

Because career education is a relatively new direction in American education and because it is broad enough to encompass elements of many existing fields, it has been characterized by a great diversity of concepts and opinions. One concept which appears to be widely agreed upon is the idea that it must be a total school concept; the implication of this concept, also widely agreed upon, is that the educational personnel of a school or district must be trained in the total program.

A number of training methods have emerged--preservice, various inservice methods, newsletters, etc., and results from many of these methods have been uneven. Therefore, in 1973, it was proposed that some of the competencies required by teachers and support personnel might best be handled on the local level through use of programmed instruction.

OBJECTIVES

This project was initiated in August 1973 through the Career Education Center (CEC) of Florida State University for the purposes of designing, developing, disseminating and evaluating the effectiveness and costs of an inservice course of programmed instruction which could transmit to teachers the basic concepts of career education they would need to develop and/or implement a careers curriculum in their local school districts.

PROCEDURES

The model was designed and completed in five phases--Pre-Design, Design, Development, Evaluation, and Information Dissemination.

RESULTS AND POTENTIAL UTILIZATION

The end product was a programmed manual entitled Career Education: An Introduction. The manual acquaints educators with the background, concepts and terminology of career education; and provides some practical experience

to assist them in planning, designing and/or implementing career education in their schools. It provides for a self instructional administered program which is designed for use in either a workshop setting or by an individual working alone. Contents of the guide include suggested optional readings, pre/posttests based on the performance objectives of the material, and an individualized activity-based experience to give the learner an opportunity to synthesize his/her professional experience with the career education approach to education.

The booklet underwent two revisions and the third edition may be found on microfiche under #BR4-0023. Two supplementary grants (C2-078 and B4-0662) provided funds for reproduction of 10,000 and 2,300 copies of the manual. A total of 41,000 copies were printed with funds from various sources, 39,000 being distributed in Florida and the remainder being sold out of state or used as complimentary copies.

L. Turner

SUMMARY

TITLE OF PROJECT: To Provide a Career Education Laboratory for Demonstration Purposes

ORGANIZATION: Citrus County School District

PROJECT DIRECTOR: Glenn Wade

EXPENDITURES: $17,000.00

DURATION OF PROJECT: September 1, 1976 - June 30, 1977

PROJECT NUMBER: B7-0175

PROBLEM

In the process of implementing the Citrus County career education program into regular curriculum, it became apparent that a more diverse assortment of resource materials were needed to make the program totally successful. Further, teachers revealed a need for training and experience in the use of equipment and materials. It seemed necessary, therefore to provide a properly equipped, centrally located center to serve needs of students and faculty.

OBJECTIVES

The major goal of the 1976-77 project, therefore, was to establish a Career Education Resource Laboratory which would: 1) house equipment, supplies, and visual aids necessary for teachers to develop hands-on activities for students; 2) provide inservice training facilities for teachers to develop skills to implement such activities; 3) provide facilities for students to conduct the various activities related to career education.

PROCEDURES

Four teacher workshops were set up to provide training in certain hands-on/ real-life activities which were not suitable for regular classrooms. Plans were made for renovation of the available space--a room in one county school. Work was to be done by students in the county vocational-technical school.

RESULTS AND POTENTIAL UTILIZATION

Because student workers did the renovation, the work was not completed as early as hoped. However, by March 1977 the facility was completed and equipment and supplies were moved in. Teacher workshops were held in April and May. A few specific activities were planned for in the beginning and the workshops trained teachers in woodworking, photography, printing, food preparation, and retail store situations.

By the end of the 1977 school year the laboratory was well equipped, but time had not allowed all the objectives of the project to be met. However, plans were well established for the following school year. Some recommendations made for the coming year included: teacher training should begin early in the year and continue until all faculty were trained; scheduling of groups in the laboratory should be done far ahead; only related activities should be conducted at the same time; different ability levels (grade levels) should be planned for in all activities.

The final report appendix contains an evaluation of teacher training workshops, and descriptions of activity planning and evaluation.

COOPERATIVE EDUCATION

SUMMARY

TITLE OF PROJECT:	A Needs Assessment to Determine Common and Unique Teaching Competencies as Perceived by Work Experience and Diversified Cooperative Training Teacher Coordinators in the State of Florida
ORGANIZATION:	University of South Florida
PROJECT DIRECTOR:	Dr. Donald P. Jaeschke
EXPENDITURES:	$76,768.00
DURATION OF PROJECT:	June 17, 1974 - June 30, 1977
PROJECT NUMBERS:	C4-015; C6-003; C7-003

PROBLEM

Since Diversified Cooperative Training (DCT) and Work Experience teacher coordinators in Florida are scattered throughout the state, it is often impractical for universities to offer certification courses specifically designed to meet these coordinator needs. Thus, such teachers often complete certification with only generalized class content rather than having their distinctive needs met in depth.

The expressed concerns of such instructors have indicated that existing university courses have not included identified competencies to meet their needs. Therefore a resolution to the problem was attempted in 1974-77 through the initiation of a three phase project at the University of South Florida.

OBJECTIVES

The project was designed for the purposes of: 1) identifying teacher-coordinator competencies common and unique to all DCT and Work Experience programs; 2) identifying instructional material/activities needed for these competencies and providing resource listings; and 3) identifying alternative ways to assist teacher coordinators in quest of certification and achievement of the identified competencies.

PROCEDURES

The project was designed to be accomplished in three phases. In Phase I (1974-75) two survey instruments were designed and administered to a random sample of 440 inservice DCT and Work Experience teacher coordinators throughout the state. One questionnaire secured data on acceptance/rejection of 13 postulates and 13 concepts/elements complementing the postulates, and rank ordering of the accepted concepts/elements. The other questionnaire sought data on acceptance/rejection of 32 knowledge competencies and 32 practitioner competencies and distribution of responsibilities. The resulting analyzed data, and its implications, led to several recommendations for goals to be accomplished in Phases II and III.

In Phase II (1975-76) lists of competency statements and a criterion referenced objective for each statement were developed, and resource materials for the competencies were identified. Phase III (1976-77) was to be the phase for development of modules in the four certification areas of DCT and Work Experience. Guidelines for development required that the modules: 1) be accessible to coordinators when needed; 2) provide adequate study in each of four required areas of certification; 3) be compatible with content of existing university certification courses; 4) be appropriate for use of coordinators in their own teaching environment; 5) be self-contained, inclusive of resource material references available within each county; 6) be inclusive of specific criteria to evaluate coordinator competencies; and 7) be responsive to individual learning styles.

RESULTS AND POTENTIAL UTILIZATION

Three modules were completed, fieldtested and revised, in the certification areas of Competencies in Coordination, Competencies in Guidance, and Competencies in Methods of Teaching. One abbreviated module--Principles and Philosophy--was also completed, and all four are contained in the final report for Phase III, Project #C7-003. The modules as revised and completed were considered suitable to a delivery system which would provide an alternative to the traditional practice of conducting classes on university campuses. The three completed modules were field-tested at the University of South Florida, and coordinators taking the courses completed separate evaluation instruments. The modules were also reviewed by a number of coordinators and business representatives, and the feedback was compiled. Revisions were made based on the fieldtest data.

Dissemination and implementation strategies included staff visits to all nine universities to inform teacher educators of the resulting products and to establish a liaison to facilitate field use of the modules.

A survey done in 1977 by the Department of Education, Vocational Research Section indicated that as a result of this module development, certification courses became more accessible to the coordinators and instruction became consistent within the nine universities.

SUMMARY

TITLE OF PROJECT: A Project to Develop Learning Packets in Diversified Cooperative Training

ORGANIZATION: University of South Florida

PROJECT DIRECTOR: Dr. Donald P. Jaeschke

EXPENDITURES: $27,474.56

DURATION OF PROJECT: January 4, 1971 - June 30, 1972

PROJECT NUMBERS: C1-0009; C1-0050; B2-5013

PROBLEM

A need was established in 1968 and a projection made to develop curriculum materials for related instruction in Diversified Cooperative Training (DCT) during FY 1970-71. Implicit in this projection of activities was the identification and development of leadership and resource people with the expertise to develop curriculum.

OBJECTIVES

The purpose of the project, funded in April 1971, was to develop five student centered learning packets for use by DCT coordinators primarily, and career education teachers generally, in their instructional goals for occupational related areas.

PROCEDURES

Eight instructional goals were identified, and from these the five most critical (in terms of shortage of instructional materials) were selected for development. They were:

1. Work Attitude Development
2. Employability Skills
3. Approach to Developing a Positive Self-Concept
4. Occupational Orientation
5. Job Experience Problems

Five authors were selected to produce a learning packet each to be presented to participants in a June 1971 workshop. At that workshop, DCT teacher-coordinator participants evaluated, assessed and refined the learning packets in preparation for reproducing the material for fieldtesting.

RESULTS AND POTENTIAL UTILIZATION

A final report covering the 1971 phase of the project (#C1-0009 and C1-0050) was written before the fieldtesting was completed. At that time, selected teacher coordinators were given copies of the five completed, revised learning packets for the purpose of fieldtesting them in the 1971-72 school year. A third project, funded for that purpose (B2-5013) does not have a final report on file.

It was felt that the packets developed would provide a successful model for future development of student centered learning material in DCT.

A 1977 survey done by the Department of Education, Vocational Research Section, indicated that 1500 copies of the packets had been distributed throughout the state.

L. Turner

CO 4

SUMMARY

TITLE OF PROJECT: Revised DCT Handbook (Three Week Workshop)

ORGANIZATION: University of South Florida

PROJECT DIRECTOR: Howard W. Kirk

EXPENDITURES: $3,478.00

DURATION OF PROJECT: July 1, 1967 - June 30, 1968

PROJECT NUMBER: 568-5

PROBLEM

The DCT Handbook was outdated and supplies for statewide dissemination were depleted in 1967. A great demand for the publication for teacher coordinators use, required that an updated issue be prepared.

OBJECTIVE

The goal of the project was to conduct a three week workshop, beginning July 10, 1967, for the purpose of completely revising the handbook for statewide distribution.

PROCEDURES

A group of teacher coordinators representing CBE, DE, and DCT were invited to participate in the workshop held at University of South Florida in order to have three committee groups to work on the handbook's revision.

RESULTS AND POTENTIAL UTILIZATION

The handbook was revised and final editing was done by the State Department of Education, and Supervisor of Diversified Programs.

No final report is available on this project.

L. Turner

CO 5

COUNSELING

SUMMARY

TITLE OF PROJECT:	Career Education Counseling in Adult General Education
ORGANIZATION:	Palm Beach School District
PROJECT DIRECTOR:	Michael R. Robbins
EXPENDITURES:	$15,000.00
DURATION OF PROJECT:	March 11, 1974 - June 30, 1975
PROJECT NUMBER:	C4-014

PROBLEM

Palm Beach County educators were aware in 1974 that many persons become adults without having had adequate counseling service available to assist them in becoming aware of occupations available and in determining their own personal skills and aptitudes. Since career education counseling for adults had been limited in the past, it was felt that a career education counseling service should be designed specifically for adults. The project described here was initiated in Palm Beach County for this purpose.

OBJECTIVES

The project was designed to develop a career education counseling program for adults which would provide skill testing and counseling to adults who applied to adult centers and community schools in the county. Specific aims were to identify adult centers as sites for testing; analyze published materials on career education to provide resource materials to counselors; recruit adults needing counseling; and provide referrals of these adults to occupational preparation programs.

PROCEDURES

Seven centers were chosen for testing. Tests were to be administered once weekly at alternate centers to examinees who met certain specified criteria (age, educational status, etc.), and the General Aptitude Test Battery (GATB) was to be administered. Files would be kept on each examinee and followup on each one would be made by mail. It was planned that VIEW materials (card microfilm decks on job training and requirements) would be made available to adults as soon as they were introduced into the county schools.

A public awareness campaign was prepared which would utilize placards, speakers, TV, radio and newspaper announcements, and various community contacts to make the public aware of the availability of the program. Three inservice training programs were planned for district staff and faculty of the Adult and Community Education Department. Florida Atlantic University was to be approached to schedule credit courses in Career Education.

RESULTS AND POTENTIAL UTILIZATION

It was anticipated that the program would be conducted for 10 months, with evaluations made on each objective as it was carried out. A report was to be prepared at the end of the 10 months. However, no final report is available for this project. In a survey done in 1977 by the DOE Vocational Research Section, it was revealed that the process as designed was not further implemented.

SUMMARY

TITLE OF PROJECT: Development of a Performance-Based Training Program for Vocational Counseling

ORGANIZATION: Florida State University

PROJECT DIRECTOR: Dr. Michael J. Gimmestad

EXPENDITURES: $7,963.00

DURATION OF PROJECT: June 16, 1972 to September 14, 1972

PROJECT NUMBER: B2-1064

PROBLEM

Educators are finding themselves in an age of accountability, with a need to respond to demands for identifying goals and objectives. Performance-based programs provide a means to respond to such demands, and to increase the efficiency of the educational process. Such a concept calls for intensive involvement of school counselors in activities related to career education and career guidance and counseling.

OBJECTIVES

The primary purpose of the project was to develop a competency based and individualized graduate training program for vocational counselors. A secondary purpose was to develop a model for training programs in other related career education areas.

PROCEDURES

The goals were: (1) identification of general objectives for vocational counseling related to career development; (2) development of assessment tools; (3) development of three prototype modules of individualized instructional materials--and the processes used to develop materials. A "Catalog of General Vocational-Counseling and Guidance Skills" was drawn up and submitted to the Department of Counselor Education at Florida State University for critique and feedback; this Catalog is printed in the final report. A literature review and visits to training programs of potential benefit to the project led to identification of specific objectives around which to develop the modules.

RESULTS AND POTENTIAL UTILIZATION

One obvious implication noted at the end of the study was involvement and support of faculty in such a program--they should be involved in writing outcome oriented statements, from which areas could be selected for development of prototype individual modules. Investigators felt

that several questions arise out of managing a system which employs individual instructional modules, e.g.; (1) determination should be made as to what constitutes a module (size, length of time to complete); (2. it was found at Weber State College that both teachers and students had to master new and unfamiliar roles in using modules--therefore more time would be needed for individual consultation. While this system has been found, at least in its initial stages, to be more time-consuming for faculty than traditional modes of instruction, it was felt that there is great promise of more effective and efficient progress of students through programs.

Three prototype individualized instructional modules were developed under this project.

1. Using Tests in Vocational Counseling and Guidance
2. Planning for Vocational Counseling and Guidance: A Systems Approach
3. Module for Training Vocational Counselors in Decision Making Skills

These modules are reproduced in the second section of the project's final report.

Information received from the project director on an RCU survey in 1977, indicated that the products were widely disseminated to school districts, community colleges and universities, and served as a model to county supervisors for individually paced self-instruction.

SUMMARY

TITLE OF PROJECT: An Exemplary Module for a County-Maintained Information Program on Vocational Education for Guidance and Counseling Personnel

ORGANIZATION: Orange County School District

PROJECT DIRECTOR: Ray Robison

EXPENDITURES: $5,000.00

DURATION OF PROJECT: March 30, 1977 - June 30, 1977

PROJECT NUMBER: D7-016

PROBLEM

In the past, guidance and counseling personnel have often not been informed of changes in vocational education programs. Further, such personnel have usually had few learning experiences designed to prepare them to assist students in selecting vocational programs. To address these problems it was felt in 1977 that educational institutions should promote a cooperative exchange of ideas and information between guidance and counseling personnel, persons responsible for planning and delivering vocational programs, and potential employers of vocational students. This project, conducted in Orange County in 1977 was designed for this purpose.

OBJECTIVES

Specific aims of the project were to: orient guidance and counseling personnel to goals and purposes of vocational education programs in the school district; improve communication between guidance and counseling, vocational education, and supervisory personnel; create an understanding about vocational course content and requirements, and emphasize the counselors' role in development of a quality vocational education program; and develop a student resource unit listing reference materials and job and training programs available.

PROCEDURES

A series of inservice workshops for secondary counselors was conducted in May, June and August 1977. Activities included visits to four post-secondary vocational centers in session; participation in the work evaluation center; and visits to community businesses. Participants were introduced to 15 USOE occupational clusters, the Dictionary of Occupational Titles and the Occupational Outlook Handbook. Guest resource persons were also brought in to make presentations on occupational programs in the district.

Each workshop participant was asked to select an occupational cluster and develop a student resource unit combining reference materials, vocational education programs available and local employment opportunities relative to that cluster.

RESULTS AND POTENTIAL UTILIZATION

As a result of the workshop activities, participants became familiar with programs at each vocational center, the 15 USOE occupational clusters, and related jobs and training programs available in the district. They also became aware of occupational information materials available and services offered at the work evaluation center.

A product evolved from the project in the form of a resource guide entitled Occupational Clusters Resource Guide. The document, combining reference material, vocational education programs available and local employment opportunities, was researched locally by participating counselors through visits to employers and area vo-tech centers. It includes the list of 15 USOE occupational clusters and provides examples of jobs within each cluster, listing qualifications and education/experience required, and in some cases, includes institutions where training is available. The guide, in looseleaf form to facilitate updating, was disseminated to all secondary and postsecondary counselors in Orange County, and is reproduced in the final report appendix, which may be found on microfiche under project #D7-016.

SUMMARY

TITLE OF PROJECT: Elementary Guidance Program in Career Education - The Yellow Brick Road.

ORGANIZATION: Florida State University
University of Florida

PROJECT DIRECTOR: Ellen S. Amatea

EXPENDITURES: $91,669.00

DURATION OF PROJECT: April 14, 1972 - June 30, 1975

PROJECT NUMBER(S): C1-0069; B2-2071; C3-0006; C3-0011; C3-0056; C4-003; D4-014; D5-005

PROBLEM

The introduction of career development at the elementary school level necessitated that an effective program of counseling be established in elementary schools. Therefore, in 1972 attention was directed toward improving the knowledge, understanding and competence of increasing numbers of elementary counselors in the realm of career development.

OBJECTIVES

In April 1972 a planning study was begun at Florida State University, on a project which continued through 1975, with the purposes of: designing a K-6 developmental career guidance curriculum into a model elementary school guidance component of the career education program; defining functions of elementary counselors in helping implement such a program; and specifying methods of training counselors for these purposes.

PROCEDURES

The first task undertaken during the planning stage was to outline a framework of sequential skills needed in these career development areas, around which to build guidance strategies.

During the second phase (1972-73), a statewide taskforce identified goals of a career development program and tentative activities for counselors in such a program. A program model designed from this information was tested in a workshop. Results included production of a K-6 curriculum model consisting of 18 career development concepts, and a program guide of 180 learning activities to be used by elementary teachers under the direction of counselors. This phase also produced a counseling training workshop format and a slide-tape showing the rationale and nature of the program model.

In the 1973-74 phase of the project, fieldtesting of the component was undertaken. Data collected from these tests (which included evaluation by counselors

who implemented the program, and related teacher and student attitudes) led to major reorganization and refinement of the guide relative to the potential functions and training of counselors.

RESULTS AND POTENTIAL UTILIZATION

The final product, after refinement, was a career guidance component for kindergarten through grade 5 (K-1, 2-3, 4-5) entitled: The Yellow Brick Road. Career Development in the Elementary School: A Sourcebook of Strategies for the Elementary Teacher and Counselor. This guide was published by The Career Education Center, Florida State University. In 1975 in a final phase of the project, which was conducted at University of Florida, a training sequence was developed and packaged for distribution to local school systems. The project staff also set up a series of two-day workshops for 45 school districts and a series of regional workshops for the purpose of acquainting potential users with the content of the guide and dissemination methods of the guide. Evaluation of these workshops, which were conducted from January to June, indicated success. Various districts planned to initiate major training of counselors and dissemination of The Yellow Brick Road in the fall of 1975.

Final reports on the three working phases of the project may be found under project #'s C3-0006; C4-003; and D5-005. The final product, The Yellow Brick Road is announced in the ERIC system under ED 122 097 with information on cost and source of availability. (Note: it is not available from ERIC in microfiche form.)

SUMMARY

TITLE OF PROJECT:	Project VIEW - Vital Information for Education and Work
ORGANIZATION:	Panhandle Area Educational Cooperative (PAEC) and Florida VIEW Center, Broward County
PROJECT DIRECTOR:	William M. Woolley
PROJECT COORDINATOR:	Mr. W. L. Kitching
BROWARD COORDINATOR:	Mr. Alex Friedman
EXPENDITURES:	$536,987.30
DURATION OF PROJECT:	July 1, 1969 - Present
PROJECT NUMBERS:	C0-0018; C1-0006; C1-0008; C1-0007; C2-0056; C2-0058; C2-0043; C3-1375; B3-1382; C3-0001; C3-0009; B4-0993; D3-006; BR5-0357; D6-003; 3-0140; 6514

PROBLEM

Statistics in 1970 on graduating seniors (only about 50% of whom entered college) indicated that a large number of young people entered the labor market unprepared; furthermore, that number had been growing in spite of the increase in vocational technical programs being offered. This appeared to indicate that it was imperative to provide new and superior techniques for vocational guidance.

OBJECTIVES

Therefore, the Florida VIEW (Vital Information for Education and Work) program was designed. The purpose of this project was to provide job training information for Florida's middle and senior high school students in order to afford them opportunities to gain immediate and convenient access to the most current available information on postsecondary career choices. Through VIEW, students would have access to career information and training opportunities available at vocational-technical schools, junior colleges, technical and apprenticeship schools, private schools, and state universities.

PROCEDURES

In 1970 a VIEW Center which was established in the Florida Panhandle began developing a career "deck" of 100 occupations. This Center was known as the Panhandle Area Education Cooperative (PAEC). (A second center was established in Broward County at the same time, to provide service to urban schools). In the second year at PAEC (1971-72) the occupational information was made available to 36 secondary schools in nine rural Northwest Florida counties. The VIEW system provided microfilmed aperture cards containing current information on 150 entry level jobs plus local training opportunities. These were for use by both students and counselors, designed to fit into reader/printers supplied to each school.

Numerous problems with inoperable reader equipment in the schools plagued the PAEC Center that year. The staff, therefore made special efforts to keep the VIEW concept before counselors and teachers while working to solve the mechanical problems. They made visits to schools to assist with the machinery and also developed a resource unit which was available to all the schools to help alleviate some of the problems with malfunctioning readers. By the end of the 1971-72 school year many of the mechanical problems in the Panhandle area had been solved, with 12 of the largest schools equipped with 3M 400F reader/printers which were more costly, but which functioned effectively.

The two centers worked cooperatively to produce career information and maintain an up-to-date library of training and career scripts. In 1971-72 they prepared 50 local training opportunity cards each, and another 50 each were done in 1972-73. In the 1971-72 school year in Broward County, 48,000 reprints of scripts were taken home by students. In the following year 67,500 reprints had been provided to students, and in 1973-74 93,000 reprints were disseminated.

Cards produced by the two Centers were of two kinds--Career Scripts and Training Scripts, each containing four pages of information. The Career Scripts contained such information as requirements and qualifications needed, preparation and training, prospects and opportunities, and related occupations. The Training Script included information on local instructional programs leading to qualifications in the career, schools offering the programs, course information, and information on local resource materials and persons.

Some additional projects in the state were funded on a one-time basis to provide additional VIEW services. In 1972-73 a one-year project in Leon County was designed as a pilot program for providing VIEW information to middle and high school students through use of script cards, microfilm reader/printers, and printed handouts to supplement microfilm material; in 1974 the University of West Florida received a grant to develop VIEW scripts adapted to college level career information (CAVIEW); and Lee County was awarded a grant in 1975-76 to develop an information system using VIEW material to compliment its computerized career exploration data bank.

RESULTS AND POTENTIAL UTILIZATION

By the fall of 1973, 350 cards for entry level jobs were available at both Centers as a result of their joint efforts beginning in 1970. As of July 1, 1974, the Broward Center facilities were moved to and consolidated with the PAEC VIEW Center, which subsequently served schools in both areas requesting information.

Florida VIEW has undergone modifications since its inception, such as: some modifications and additions include adding lower reading level cards for the educationally disadvantaged; adding a cross reference index; revising the card format; updating information; establishing a newsletter; receiving some local funding sources; and providing four 30-second television spots and a special deck for the retarded. Also, in conjunction with Texas VIEW, a special deck for the visually handicapped has been developed for the Florida School for the Blind in St. Augustine, Florida.

The project staff does not describe VIEW as a total system for career education, but as a low cost system which provides information designed to be used with and/or supplement career education materials. Because it was designed to work with existing programs, VIEW, with its career card system, is seen as a way to open new paths to career exploration for Florida's students.

In a survey done in 1977 by the State Department of Education, Vocational Research Section, it was learned that approximately 550,000 students, and some 700 counselors had been served by Project VIEW; the system contained information on 485 jobs found in Florida, with relevant information updated annually and reviewed by workers in the field.

Final reports are available for the PAEC Center (C2-0043) and the Broward Center, (C2-0056, C3-0001, and B3-1375), and include such information as a sample career script, lists of careers, sample VIEW User Evaluation Forms and VIEW Reaction Questionnaires. Project VIEW is still ongoing in 1978 with the PAEC Center (the only one in operation) located in Tallahassee, Florida.

L. Turner

DISADVANTAGED AND HANDICAPPED

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SUMMARY

TITLE OF PROJECT: Clearwater Comprehensive Junior High School

An Experimental Project to Measure Attitudinal and Cognitive Changes of Disadvantaged Junior High School Pupils Attending a Comprehensive Junior High School

ORGANIZATION: Pinellas County School Board

PROJECT DIRECTOR: Robert J. Safransky

EXPENDITURES: $19,907.92

DURATION OF PROJECT: 7/1/69 - 6/30/71

PROJECT NUMBERS: 269-143; C1-0020

PROBLEM

In August 1968 a project was funded to set up a pilot demonstration center in Pinellas County for grades 7-9. Its operation included an exploration program involving pre-vocational activities and courses, guidance and counseling services, and other program features. The program was aimed at students who were capable of high school work but were potential dropouts because of lack of success in college-oriented programs.

OBJECTIVES

The initial objectives were: to reduce dropout rate by providing an integrated approach to academic and pre-vocational studies, and to provide new patterns of learning in preparing students for the world of work. The Clearwater Comprehensive Junior High School, (CCJHS), had been in operation for three years when a project was funded in 1971 to do a study for the purpose of developing research and evaluation procedures for use with the school's pupils and programs. Specifically, objectives were to: 1) to measure attitudinal characteristics and differences of CCJHS pupils; 2) learn whether attitudinal results obtained from these pupils differed from results on similar students at other junior high schools in the area; and 3) learn if performance of CCJHS pupils on standardized attitudinal measures was different on results obtained in a group administration requiring reading as compared to the same measure obtained by oral presentation. Data on cognitive characteristics and changes were also investigated and compared.

PROCEDURES

When the school was established in 1968, a philosophy was developed and curriculum was designed; basic operational procedures and recruitment of student body also took place at that time.

In the study done in 1971, control and experimental groups were set up, with samples drawn from CCJHS and other junior high schools in the area; a comparison group was chosen from similar students in other junior high schools matched for

sample criteria (IQ, race, sex, reading ability, etc.), and a randomly selected sub-sample of CCJHS pupils was chosen for the reading and non-reading administration of the Vocational Development Inventory (VDI), an instrument supposed to measure additudes indicating vocational maturity for youth and adults. In addition to the VDI, cognitive data available from the Student Achievement Test (SAT), and its sub-tests, and the Otis Lennon Mental Ability Test were utilized.

RESULTS AND POTENTIAL UTILIZATION

Some results of the study included: VDI data from the control and experimental groups reflected progressively higher levels of vocational maturity for each grade level at CCJHS. Results of the comparison group study showed a slightly (though not significantly) higher vocational maturity among CCJHS students. Little difference in results between the reading and oral presentations was noted. Investigation of conditions and characteristics of CCJHS and its pupils provided an Evaluation and Research Design for the school.

It was suggested by investigators that the apparent atypical characteristic of CCJHS pupils, with possible influences of recruitment and selection of volunteers might be a complicating factor needing special attention in research and evaluation activities. It was also felt that other unique factors relating to pupils of CCJHS and other area junior high pupils of similar characteristics (IQ level, disadvantaged, reading ability, etc.) might influence the outcome of the school program. Another factor investigators felt should be considered was the "expectation factor" which might affect the outcome of the program as well. Recommendation was made to conduct a two-phase research evaluation and followup during the 1971-72 school year.

In a survey done in 1977 by the Department of Education Vocational Research Section it was learned that the research study results were used to modify programs to meet the needs of students at CCJHS, though little use was made in the most recent years. It was noted by the project director that faculty had seen attitude changes of many students from negative to positive over the course of three years attendance at the CCJHS.

The final report and appendix for the 1971 study, include illustrations of survey methods used and tables of results, as well as the proposed Evaluation and Research Design. Attached to the final report also are supplemental materials.

L. Turner

SUMMARY

TITLE OF PROJECT: Develop Individualized Instructional Materials for the Disadvantaged and Handicapped

ORGANIZATION: Duval County School District

PROJECT DIRECTOR: David Rigsby, Charles L. Downing

EXPENDITURES: $34,792.00

DURATION OF PROJECT: June 28, 1976 - June 30, 1978

PROJECT NUMBERS: D6-006 and B7-0254

PROBLEM

The Florida Department of Education, Division of Vocational Education, is committed to Competency Based Education (CBE), a commitment shared by the Duval County School District. Since an important feature of CBE is allowing for individual differences among students, Duval County, in attempting to move toward CBE in 1976, found a shortage of personnel and material to support individualized instruction. Therefore, a project was designed to alleviate this shortage.

OBJECTIVES

The broad goal of this specific project was to develop personnel and material resources for individualizing instruction for disadvantaged and handicapped students at the secondary level. Materials were to be developed which would: let each learner proceed at his/her own pace; allow progress through the program based on demonstrated skill; allow open entry-exit; accommodate absenteeism; allow beginning, intermediate, and advanced students to attend class during the same hour; and provide each student with the opportunity to successfully achieve program goals.

PROCEDURES

Teacher workshops were set up and ten county vocational teachers were selected to attend. Training was conducted in the following areas: what individualized instruction is; how to prepare a format for individualizing a course; how to select method/media; how to write performance objectives and convert them to units and modules; how to write tests and programmed instruction manuals; how to write a storyboard and film and tape an audio-visual module; and how to organize for individualizing a course and manage individualized instruction in the classroom. Upon completion of the training sessions, materials were designed by the teachers, fieldtested in their classrooms and revised where needed.

RESULTS AND POTENTIAL UTILIZATION

The instructional materials which resulted from this project were prepared in ten program areas, as listed below:

I. Carpentry
II. Child Care Services
III. Diesel Mechanics
IV. Electric Wiring *
V. Family Economics *
VI. Food Production & Services *
VII. Industrial Electronics
VIII. Service Station Attendant *
IX. Sheet Metal Work *
X. Welding

Some units in various areas were not completed under the initial project, which ended in June 1977 (D6-006); therefore, the project was continued for the following year under project #B7-0254 for the purpose of completing all units within these ten program areas. The units completed in 1977 may be found on microfiche under project #D6-006.

* Areas in which some units were not completed.

SUMMARY

TITLE OF PROJECT: Evaluation of the Disadvantaged by the Community College

ORGANIZATION: Lake City Community College

PROJECT DIRECTOR(S): Dr. William D. Ceely
Mr. Harold B. Kay

EXPENDITURES: $8,149.94

DURATION OF PROJECT: July 1, 1969 - June 30, 1970

PROJECT NUMBER: 570-117

PROBLEM

In 1969 it was felt that poverty pockets existed in the rural areas of Columbia County which were related to environment, causing apathy and civic and political inactivity.

OBJECTIVES

It was believed that the community college, as a mainstream institution which could provide sub-professional vocational training to the disadvantaged to move them into mainstreams of society, had a need to adjust its structure for this purpose. This project was to engage in action research to determine ways of combating the poverty cycle, developing neighborhood leadership, and rendering technical or other assistance.

PROCEDURES

It was proposed to proceed with this project in four phases: (1) planning by advisory committee; (2) designing survey strategies by representatives of the target population; (3) conducting surveys by persons acceptable to the target population; and (4) analyzing information to determine specific recommendations for community projects.

RESULTS AND POTENTIAL UTILIZATION

Progress reports submitted by the principal investigator indicated that only small numbers of community leaders and potential students attended each meeting. These meetings were a series of dialogues rather than surveys.

An evaluation report done by the principal investigators is in the form of a narrative discussion of the merits of various IQ tests and aptitude tests already in use, versus simulated work situations in a sheltered workshop, and work sample methods. It discusses possibilities for use of work situations on the community college campus.

A proposed model for aiding the disadvantaged at the community college includes suggestions for: (1) counseling - one counselor identified as responsible for the client; (2) work evaluation using simulated work situations and work samples; (3) immediate transitional employment with part-time school attendance; (4) compensatory vocational training in unskilled, semiskilled, skilled and technical work; (5) placement; and (6) followup.

No information seems to exist as to specific programs or projects implemented at the community college as a result of this survey and the evaluation of existing needs.

SUMMARY

TITLE OF PROJECT: An Experimental Project to Measure Attitudinal Changes of Disadvantaged Junior High School Students

ORGANIZATION: Columbia County School District

PROJECT DIRECTOR: Rose Bud McColskey

EXPENDITURES: $9,497.55

DURATION OF PROJECT: 9/3/68 - 6/5/69

PROJECT NUMBER: 569-117

PROBLEM

The problem to be investigated in Columbia County was the large number of students who dropped out and entered the work world with a deficiency in vocational training.

OBJECTIVES

The objective was to identify factors which influenced the achievement of socially deprived youth, in order to establish procedures which would change attitudes and improve school achievement significantly. Specifically, the goals were to improve student self concepts, attitudes toward school, occupational aspiration levels and intelligence factors which would help negate the influence of economic status.

PROCEDURES

Two groups of 18 students each were chosen from 8th and 9th grade boys, to be used as experimental and control groups. Selection of each group was based on such criteria as level of family income, two years below level in reading and math, no educational plans beyond high school, etc. Both groups were pre-tested at the beginning of the school year on five selected test instruments. The experimental group participated in a course called Introduction to Vocations, while the control group remained in traditional courses. Both groups were post-tested at the end of the year and comparisons were made.

RESULTS AND POTENTIAL UTILIZATION

Comparisons of pre and post tests indicated that the experimental group improved in self concept, intelligence scores, class participation, health habits and levels of occupational aspiration. The project staff recommended that the course, Introduction to Vocations, be set up in the school system to meet the needs of socially deprived students. It seemed evident to the investigators, that when students saw themselves in successful situations, their outlook was changed in a positive manner toward remaining in school. Based on these results, the county planned to introduce the vocations course at Richardson High School for the 7th, 8th, and 9th grade levels in the following year.

SUMMARY

TITLE OF PROJECT:	Factors Contributing to the Enrollment of Disadvantaged (Especially Black) in Junior College Marketing and Related Management Programs
ORGANIZATION:	Florida Atlantic University
PROJECT DIRECTOR:	Leroy Buckner and William C. Senning
EXPENDITURES:	$3,718.00
DURATION OF PROJECT:	December 22, 1971 - June 30, 1972
PROJECT NUMBER:	B2-5048

PROBLEM

Although Florida Junior Colleges had a substantial number of blacks enrolled in 1971, there appeared to be very few enrolled in marketing related courses. This was first noted at Miami Dade Junior College and a check at Palm Beach Junior College indicated the same situation. It seemed important to learn the reasons for this anomoly, and therefore, a study was initiated at the University (Florida Atlantic) in 1971 for this purpose.

OBJECTIVES

The stated major objectives of the study were to identify: (1) perceptions of the disadvantaged (especially black) toward training for careers in distribution and allied management; and (2) perceptions of business firms toward the disadvantaged who seek employment from them. Additional goals were to isolate factors which might help the junior college system attract and enroll this population in marketing and management careers, and to secure information from employers about hiring, promotional,and wage practices in relation to youth from minority group backgrounds.

PROCEDURES

A questionnaire was administered to a random sample of students, dropouts from high schools and junior colleges, and randomly selected youth on streetcorners in Broward, Dade, and Palm Beach Counties. Five hundred such interviews were screened to separate those respondents who met the criteria for being truly disadvantaged, based on adjusted family income, to produce 125 qualified responses. A questionnaire was also developed for business firms in the three counties. Twenty-five firms were selected to represent distributive and marketing concerns, and an additional twenty-five were randomly selected to obtain a total sample of 50 firms.

RESULTS AND POTENTIAL UTILIZATION

Three questions were asked of students regarding their perceptions of business employment. Resulting data indicated that: (1) the strongest

influence in the selection of business careers were, in order of importance--persons active in business, self motivation, and mothers and teachers; (2) perceptions of the disadvantaged students with relation to whether the junior college would improve their job opportunities were positive; (3) disadvantaged students most interested in marketing and management were identified by characteristics, and proved to be mostly black females.

Business firms were asked two specific questions regarding hiring practices and attitudes. Resulting data from 35 respondents indicated that: (1) some changes in hiring and promotion of disadvantaged (especially black) had taken place in the past five years, though the picture was somewhat cloudy; (2) business firms recognized high school diplomas and bachelor's degrees. A comparison and contrast of the perceptions of disadvantaged students and business firms indicated that the advantage of a junior college degree for promotional purposes was greatly over-estimated by the students.

The final report does not actually isolate the reasons for the small number of disadvantaged students in marketing and related courses. It does contain detailed data and analysis of information secured in the study, and makes a number of recommendations which might be considered by junior college faculty in guiding disadvantaged students into marketing and management careers.

L. Turner

SUMMARY

TITLE OF PROJECT: Identification and Description of Exemplary and Innovative Practices and Strategies to Provide a More Effective Delivery System for the Handicapped

ORGANIZATION: Florida State University

PROJECT DIRECTOR: Dr. W. Hugh Hinely

EXPENDITURES: $5,000.00

DURATION OF PROJECT: April 15, 1977 - June 30, 1977

PROJECT NUMBER: D7-019

PROBLEM

The Florida State Plan for Administration for Vocational Education requires the establishment of cooperative agreements among the exceptional student program, the Office of Vocational Rehabilitation and other state agencies with responsibilities for educating the handicapped. In compliance with this requirement, state and local school districts have established cooperative councils to extend vocational education opportunities to handicapped persons.

Since the activities of local councils have been varied, it was felt in 1977 that a study was needed to identify the innovative practices, techniques and methodology employed by the most effective councils.

OBJECTIVES

Therefore, a project was designed at Florida State University for the purpose of gathering, organizing, and disseminating information which would be helpful to local councils in extending vocational education opportunities to the handicapped population which they served. Specific objectives were to develop guidelines for utilization by local councils in improving their effectiveness in assessing needs, identifying resources, and making program recommendations.

PROCEDURES

The final report states that information pertaining to the status of local councils was reviewed and councils having innovative procedures were identified. No indication is given, however, of criteria used to identify the councils considered to be exemplary. Visits were made by the researcher to six school systems to gather data, and program observation was done when possible. Teachers, administrators, students, employees, and aides were interviewed for general information about the program.

RESULTS AND POTENTIAL UTILIZATION

Several general guidelines were developed as a result of the study and are set forth in the final report, as follows: 1) Assessment of Employment Opportunities; 2) Program Development; 3) Development of a Delivery System; 4) Assessment of Facilities; 5) Teacher Selection; 6) Student Selection; 7) Job Placement; 8) Program Evaluation.

Five of the six programs visited are described in the final report. The Columbia County Work Study Program is described at length.

Recommendations made as a result of the study include: a statewide study of all cooperative councils should be made; experimental and demonstration programs should be developed; instructional materials in vocational education for handicapped students should be developed; inservice training or certification in special education should be required of all teachers in special programs; a study of current vocational facilities used in handicapped programs should be conducted; a high school diploma equivalency test and pre-vocational exploration programs should be developed for handicapped students.

L. Turner

SUMMARY

TITLE OF PROJECT: Identification and Description of Exemplary and Innovative Practices in Vocational Education for Recruiting the Disadvantaged Illiterate Learner

ORGANIZATION: Florida A. & M. University

PROJECT DIRECTOR: Marva L. Carter (Dr. Paul Mohr)

EXPENDITURES: $5,000.00

DURATION OF PROJECT: May 18, 1977 - June 30, 1977

PROJECT NUMBER: 07-021

PROBLEM

The Individualized Manpower Training System (IMTS), designed to provide basic and remedial education for disadvantaged persons pursuing vocational education goals, consists of recruiting, counseling, and classroom instruction. This program recruits from population groups of illiterate adults, low achieving youth and adults, rural and urban poor, unemployed, and underemployed persons.

To improve the total delivery system for such persons, it was felt that a review of selected institutions should be made to identify and describe exemplary practices in recruiting illiterate learners.

OBJECTIVES

Therefore, this project, conducted at Florida A & M University in 1977, was designed specifically to identify and describe successful recruitment practices in IMTS; organize successful recruitment practices; and develop a handbook of exemplary recruiting practices.

PROCEDURES

The final report for this project states that a representative sample was chosen of a determined number of institutions at each instructional level (secondary, postsecondary, and adult) to survey, but does not define the method used to choose these institutions. Persons were identified to be interviewed at each site; on site surveys and interviews were conducted.

RESULTS AND POTENTIAL UTILIZATION

The report contains a list of recruiting procedures considered most successful in recruiting disadvantaged low achievers, but does not indicate how this list was compiled or verified. They include: IMT student contact with other students; referral of students from other agencies and organizations; IMT staff member interviews with potential students; advertisement in written publications, and mass media; mobile classroom--a remodeled school bus that is sent to different sections of the community; self-motivation; and teamwork.

The report appendix contains descriptions of 11 programs visited, providing a profile of the program and its recruitment procedures.

L. Turner

SUMMARY

TITLE OF PROJECT:	Individualized Manpower Training System (IMTS)
ORGANIZATION:	Leon County School District, Lively Area Voc-Tech School, Indian River Community College University of West Florida
PROJECT DIRECTOR:	James Joyce and Elizabeth Healy (Lively) Burgess Meadows (IRCC) Dr. L. H. Perkins, University of West Florida
EXPENDITURES:	$92,322.00 (Lively); $83,993.76 (IRCC); $32,500.00 (UWF)
DURATION OF PROJECT:	August 1971 - June 30, 1974
PROJECT NUMBERS:	A2-0001; A2-0043; A2-0044; A3-0008; A3-005; A3-017; A4-002.

PROBLEM

Technology in the U. S. is constantly and rapidly expanding and there is constant change within the labor market as a result of technological growth and expansion. Employers today have a better educated labor force from which to select employees. As the labor force is upgraded, vast numbers of presently unemployed disadvantaged and/or handicapped persons could, with proper preparation, fill the jobs in the lower echelons from which others have been upgraded. This has created a crucial need for individualized occupationally-oriented training systems for the disadvantaged and/or handicapped, if such persons are to be prepared for successful employment.

With this need in mind, in 1971 the Technical Education Research Center (TERC) in Montogomery, Alabama, developed a project entitled "A Model Program to Instruct Manpower Training Personnel in the Selection and Application of Remedial Instructional Materials to Meet Individual Trainee Needs" or the Individualized Manpower Training System (IMTS). This project was funded under the provisions of Title I of the Manpower Development and Training Act, Public Law 87-415, as amended (contract #72-25-71-10). Several pilot centers throughout the U. S. were chosen, the first Florida site being at Lively Vocational Technical Center in Leon County in August 1971.

OBJECTIVES

The program at Lively was designed to provide remedial education in arithmetic, reading, and language to the disadvantaged student, as well as develop skills such as employability behavior. Basic vocational training was also presented on an individual basis. An additional goal of the program was to train staff to deal with adults who have educational and vocational deficiencies. Specific objectives were: to help trainees arrive at realistic assessments of their occupational aptitudes, interests and goals; to provide basic remedial education specifically related to occupational training for individuals who were educationally deficient, totally illiterate, poorly motivated, or who had limited employability skills; to develop a guidance and counseling program, and exploratory activities to help individual

trainees make more intelligent decisions as to occupational goals; to develop for each trainee, through careful evaluation, an individual training plan permitting flexible scheduling; to provide core curriculum training in the skills and knowledge common to various occupations within a cluster; to provide specific occupational training beyond the basic core curriculum.

In July 1972 an additional IMTS program was established at Indian River Community College (IRCC) for the purpose of integrating basic education, remedial education, and vocational education into an area vocational school established in the framework of a community college. Secondarily, it was proposed to train personnel in selection and application of remedial instructional materials in meeting the trainees needs.

A program was begun also in 1972 at the University of West Florida for the purpose of training instructors and support staff at various sites where the IMTS was being established. TERC provided personnel and technical assistance to establish this staff training program.

PROCEDURES

The program set up at Lively was begun in August 1971, and after preparation of facilities, selection and training of staff, selection of instructional material, and planning the program offerings, the program was opened to students in January 1972. The four program areas covered were: Remedial Education Program; Complementary Skill Training; Employability Skill Training; and Pre-occupational Skills and Vocational Guidance. Students were diagnosed by means of the Test of Adult Basic Education (TABE) and individulized counseling. The deficiences of students were identified and remedial instruction was provided by prescribing short individualized learning modules with pre and post testing, and students then progressed step by step through the training program on an individualized self-paced approach.

Students at IRCC were administered the TABE and needs were diagnosed, after which they received orientation and individual assignments. Included in programs for the trainee's were basic remedial education, employability skills development, individual and/or group counseling, work sampling experience, and cooperative and on-the-job training assignments. The institution also planned to include placement and followup as a part of the program. In the process of developing and implementing the program at IRCC, three preservice and inservice workshops were designed for instructors, administrators and counselors--An Orientation Workshop, an Establishing Workshop, and an Operating Workshop. The training program at the University of West Florida conducted a series of inservice training workshops and internship sessions relating to orientation, establishing and operating, and evaluating an IMTS. Participants in the workshops were state area staff, division staff, staff members of TERC, and local school directors and administrative staff from Orange and Palm Beach Counties.

RESULTS AND POTENTIAL UTILIZATION

By the end of FY 1974 Lively Vocational Technical Center had enrolled over 400 students (ranging from illiterate to college trained, ages 14-60, foreign born, disadvantaged and handicapped. Each trainee was assisted in reaching a goal unique to him/her. A final report on the Lively project from 1971-74 may be found under A4-001; an overall report produced by TERC of all U. S. pilot sites in 1974 is included. The Lively Center has served as a visibility site for the state and has conducted several training workshops for educators from other IMTS sites in Florida.

In a survey conducted by the Department of Education Vocational Research Section in 1977 it was learned that as of 1977, approximately 3500 disadvantaged students had been enrolled at Lively and it was felt that as students moved through the training, grade gain demonstrated the IMTS effectiveness on a short term basis, while the entry of students into vocational training of their choice indicated strength on a long term basis.

Workshops conducted under the University of West Florida for training IMTS staff--reports may be secured on request from the TERC offices. The Operating Workshop conducted at IRCC in 1972 was assessed by TERC and the published report on that assessment is reproduced under project #A3-0005. There is no final report on file from the institution. By 1977 Florida had 56 functioning IMTS sites.

L. Turner

SUMMARY

TITLE OF PROJECT:	Vocational Program for the Disadvantaged Student at the Junior/Senior High School Level
ORGANIZATION:	Escambia County Board of Public Instruction
PROJECT DIRECTOR:	E. G. Holly
PROJECT COORDINATOR:	G. W. Stutheit, Jr.
EXPENDITURES:	$9,000.00
DURATION OF PROJECT:	July 1, 1967 - June 30, 1968
PROJECT NUMBER:	568-27

PROBLEM

The problem investigated by this project was the feasibility of developing a vocational-technical educational program to fit the needs of children not successful in the regular academic program. The proposed project was not intended to serve the mentally retarded, emotionally disturbed, or handicapped student. It was intended primarily for the slow learner and for those "bright or above average" children with peculiar learning problems which handicap them in a regular classroom.

OBJECTIVES

Objectives of the project were to: 1) administer tests to determine strengths and weaknesses related to intellectual functioning; 2) screen children to insure that they did not have serious physical, mental or emotional handicaps; 3) develop programs for the students to be served and evaluate the program's relative merits; 4) utilize consultants in the selection of students and development of curriculum; 5) determine type of personnel needed for this program and develop a continuous in-service training program.

PROCEDURES

An instrument for gathering data was designed and implemented. The results of the survey, along with the suggestions from similar centers and from appropriate consultants were utilized to write up an operational grant.

RESULTS AND POTENTIAL UTILIZATION

This project became part of the Beggs Center. The information obtained was used as a basis for other exemplary centers.

No final report or interim reports are available for this particular grant.

DISTRIBUTIVE EDUCATION

SUMMARY

TITLE OF PROJECT: Community Outreach

ORGANIZATION: Pinellas County School District

PROJECT DIRECTOR: Robert C. Anderson

PROJECT CO-DIRECTORS: Sue Fisher and Mary Hanley

EXPENDITURES: $2,194.00

DURATION OF PROJECT: March 1, 1977 - June 30, 1977

PROJECT NUMBER: D7-011

PROBLEM

Since the Fashion Merchandising Program was new to the St. Petersburg Vocational/Technical Institute in 1977, the business community was unaware of the availability of students with certain capabilities in retailing occupations. In addition, the "hard core" unemployed which comprised the institute's student body usually lacked the confidence to aggressively seek employment. It was also apparent at that time that the small downtown merchants had been seriously hurt by larger suburban malls and might benefit from some assistance in revitalizing their businesses. It was therefore considered worthwhile to establish a positive interaction between the institute and the community.

OBJECTIVES

The specific objective of this project was to allow students in the Fashion Merchandising Program to make the business community aware of the program and its benefits to merchants, while at the same time, gaining experience in certain types of occupations in the field.

In the process of meeting this goal, assistance would be offered to the merchants which would take the form of improving the appearance of window displays and store interiors, and providing special advertising campaigns.

PROCEDURES

To accomplish this, students were divided into groups and each group selected "target" merchants. Merchants willing to participate in the project were visited to discuss season goals and types of merchandise features; from this information the student groups prepared written advertising and display campaigns. Samples and illustrations were returned to stores for approval, color schemes and target dates were selected, and a publicity release was prepared for local media.

RESULTS AND POTENTIAL UTILIZATION

All portions of the original objective of this study were met. Merchants' evaluations indicated that new window displays brought new interest and business to their stores. The students developed new confidence and enthusiasm as a result of the success of this endeavor. Finally, the resulting publicity brought many inquiries to the school concerning the Fashion Merchandising Program from prospective students as well as employers.

Benefits to students and community justified these activities being continued after the funded project ended, and teachers felt that the benefits of having students work away from school made assuming extra responsibility worthwhile.

SUMMARY

TITLE OF PROJECT:	A Comparative and Contrasting Analysis of the Pilot Middle School Programs in Distributive Education in Broward and Pinellas Counties, Florida
ORGANIZATION:	Florida Atlantic University
PROJECT DIRECTOR:	Dr. Leroy M. Buckner and Dr. Robert Boegli
EXPENDITURES:	$3,685.00
DURATION OF PROJECT:	May 2, 1972 - June 30, 1972
PROJECT NUMBER:	B2-5065

PROBLEM

Vocational education exploratory career education courses were established in Florida middle schools in 1970-71 as a direct result of the Florida Legislature House Bill #3897. Courses in distributive education were set up as part of this program, and though planned carefully, had little solid background research to use as guidelines. In 1972 distributive education pilot programs were operating in several Florida counties, and it was felt that their effectiveness needed to be assessed.

OBJECTIVES

The specific purpose of this study was to examine these pilot programs to assess the effectiveness of several critical functions of the program development which included: requirements for entrance; career objectives; age of students; effectiveness of learning activity packets; and teacher background.

PROCEDURES

In order to sample programs meeting statewide representative criteria (a wide range of student population represented, schools using both traditional and "open" classroom instruction, and programs developed by county distributive education supervisors), Broward and Pinellas Counties were chosen as being most representative of all different types of Florida communities. Four junior highs and one high school (9th grade only) were selected. The study was limited to six factors which seemed to be the most significant to the success or failure of the programs: student selection; career objectives of students; class and teaching loads; behavioral competency packets in use; school background; and teacher background. Evaluation instruments were designed for teachers to assess their own feelings and their teaching methods. An additional evaluation method used involved investigators visiting each program, conducting interviews with teachers and students, taking photographs and videotaping segments of the different programs.

RESULTS AND POTENTIAL UTILIZATION

The final report summarizes data in each of the six categories studied, and recommendations based on this data include: a list of 14 new criteria for curriculum development; suggestions that students should not be selected on the basis of career ambitions, and recruiting of students should be abolished; class loads should be limited to 20-25 students per period; use of existing behavioral competency packets should continue in the same manner; all school administrators should be oriented in the program; and teacher backgrounds should include in-depth marketing knowledge, experience in distributive occupations, and certification in distributive education.

SUMMARY

TITLE OF PROJECT: Development of Criterion Referenced Instruments for Distributive Education Programs

ORGANIZATION: Florida Atlantic University

PROJECT DIRECTOR: Dr. Leroy M. Buckner

EXPENDITURES: $56,050.00

DURATION OF PROJECT: July 1, 1971 - June 30, 1976

PROJECT NUMBER(S): C2-0037; C3-0007; C3-0071; C4-007; BR6-0156

PROBLEM

In a study done at Virginia Polytechnic Institute in 1969, 95 common competencies needed for 70 different occupations were isolated, and behavioral objectives were developed in 1970, for the 95 common competencies. However, a need existed for developing instruments to assess 900 other competencies identified in the study. Since this was a task of considerable magnitude it was felt that it should be undertaken by a consortium of ten states, each state developing valid instruments for programs offered by public schools in that state.

OBJECTIVES

The Interstate Distributive Education Curriculum Consortium (IDECC) began in July 1971, with Florida as a consortium member. The Florida effort was designed as a study of D. E. programs to develop evaluation instruments for determining student achievement in pre-stated behavioral objectives. Specific objectives of this Florida project were:

1. To develop behavioral objectives and related competencies for 100 identified competency areas.
2. To develop pre-tests to determine the level of student performance in the identified competency areas.
3. To design learning activities which would enable students to achieve the behavioral objectives in the 100 areas.
4. To develop evaluation instruments to determine the level of student performance in achieving said objectives.

PROCEDURES

Under the leadership of the Consortium Director, the Chairmen from each of the ten states participated in a seminar at the University of Wisconsin to: 1) identify the format to follow in developing each competency packet; 2) acquire expertise in development of the packets; and 3) identify the 100 competency areas to be developed by each state.

Following the seminar, the Florida Co-Chairmen set up a one-week workshop [illegible] ten competency developers establishing the format and timetable to be fol[illegible] and providing orientation on the purpose of the project. Packets were developed, field-tested, and revised, and several workshops were held to assist the developers. The project was continued into 1973, and in February 1973 a

new phase of the project was approved in order to make a study of the equipment and materials needed for distributive education labs for 12 program areas in high schools, junior colleges and vocational-technical centers. The resultant lists may be found in the final report for project #C3-0071, dated February 1, 1973 to August 15, 1973. In conducting this phase of the study, business representatives and instructors in the related fields were involved wherever possible. Existing programs were visited to view current facilities and equipment needs based on the lists of competencies.

An addendum to this project, described in an addendum report dated January 1, 1974 - August 31, 1974, studied pre-vocational D. E. programs in middle schools. As a result of this study a list of equipment, materials and supplies, as well as space and storage recommendations is presented in the addendum, on four program areas: Orientation to Marketing; Exploration of Retailing Careers; Exploration of Marketing Services Careers; and Exploration of Wholesaling Careers.

RESULTS AND POTENTIAL UTILIZATION

It was felt by the project staff that these studies provided a sound basis and justification for purchasing needed equipment for laboratory situations in distributive education courses, leading to more effective programs.

The project was continued in 1974 through 1976 for the purpose of disseminating catalogs of objectives developed under the IDECC project.

In a survey done in 1977 by the Department of Education Vocational Research Section, the project director stated that some results of the study were to provide data based on competencies needed and equipment needed to develop the competencies, in place of the guesswork used previous to this study. At this time, dissemination of the catalogs was still underway. Learning packets developed may be secured for $210 for 14,000 sheets (approximately 1.4¢ per sheet) from the address below:

Mr. James R. Gleason
Director of IDECC
119 Townshend Hall
1885 Neil Ave
Columbus Ohio 43210

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L. Turner

SUMMARY

TITLE OF PROJECT: Follow-Up Study of Distributive Education Graduates

ORGANIZATION: University of South Florida

PROJECT DIRECTOR: Gerald E. Patterson

EXPENDITURES: $5,150.00

DURATION OF PROJECT: October 27, 1975 - June 30, 1976

PROJECT NUMBER(S): C6-005

PROBLEM

In 1975 the teacher educators of the Distributive Education programs at Florida Atlantic University, University of North Florida, and University of South Florida, saw a need to have immediate and continuing access to information relative to the effectiveness of their programs.

OBJECTIVES

It was therefore proposed to conduct a followup study of all Distributive Education (D. E.) teacher graduates from the three institutions over a ten year period--from 1965 - 1975. The overall purpose of obtaining data on D. E. teacher graduates would provide information as to strengths and weaknesses of the current course offerings, and whether adjustments should be made in programs to accommodate the needs of their graduates. A secondary purpose was to develop a followup instrument which could be used for future followup studies of D. E. graduates.

PROCEDURES

A followup instrument was designed, and in May 1976, 345 questionnaires were sent to D. E. graduates of the past ten years--from both bachelor's and master's programs at the three universities named above. After two mailings, a total of 159 questionnaires were received and the study was based on this return.

Responses of participants were broken down by race, sex, age, area of employment, salary, etc. The final report of the project illustrates all data received with figures and tables, and quotes a number of specific opinions and narrative responses of the participants to personal opinion. The appendix of the report contains an illustration of the instrument used and relevant correspondence.

RESULTS AND POTENTIAL UTILIZATION

It was felt by the project staff that the evaluation instrument designed for conducting the study would be useful in the future to maintain current followup data on D. E. teacher graduates, as well as make a significant contribution to the development of instruments for followups being considered on all graduates from the University of South Florida's College of Education. The report does not supply information on whether the other two universities planned to use the instrument in the future.

Even though listed in the Table of Contents of the final report, the Conclusions and Recommendations Section was not completed. Therefore, the reader of the report must draw his own conclusions.

SUMMARY

TITLE OF PROJECT: A Follow-Up Study of the 1965-66 High School Cooperative Distributive Education Students

ORGANIZATION: Florida Atlantic University

PROJECT DIRECTOR: Dr. Leroy M. Buckner

EXPENDITURES: $2,268.21

DURATION OF PROJECT: January 21, 1971 - July 30, 1971

PROJECT NUMBER: C1-0033

PROBLEM

Up to the time of this 1971 project, no long range followup studies had been conducted to determine whether Distributive Education graduates have actually secured employment in distributive occupations.

OBJECTIVES

The project was conducted to assist the staff of the Distributive Education Section of the Department of Education to evaluate the effectiveness of distributive education programs in Florida high schools. This included determining the job stability of former students, how many became involved in post-secondary education, and what benefits graduates felt they received from the program.

PROCEDURES

In the winter of 1971, investigators prepared to contact graduates from 39 distributive education programs in operation within the state in 1966. Steps were taken to: (1) contact schools and/or parents of former students for addresses; and (2) contact graduates by letter, sending a survey questionnaire to be completed. The survey instrument encompasses a five-year period in the graduate's life to allow for military service, post secondary education and the start of a career. Thirty-eight of the original 39 programs were still in existence, thirty-seven of which responded. Of the 670 students contacted, 228--or 34%--responded.

RESULTS AND POTENTIAL UTILIZATION

The most significant findings at the time of the survey were: (1) over 75% of distributive education graduates were employed in the labor force; (2) one-half of those working were employed in distributive occupations; (3) eleven percent of the distributive education graduates were still working for the firms that employed them as student trainees while they were enrolled in the program; (4) two percent of the distributive education graduates were unemployed; (5) eighty-one percent of these graduates surveyed

were still in Florida; (6) food stores employed 40% of student trainees in 1966, and at the time of the survey, employed 15% of those still working; (7) sixty-three percent of the respondents continued their education in post-secondary or adult programs; (8) twenty-five percent of those entering post-secondary education completed their programs; (9) seventy-six percent of the graduates were members of D.E.C.A.; (1) on-the-job-training was indicated by 60% of the respondents as the most valuable activity; (11) seventy percent of the graduates felt they had benefited from having taken distributive education.

In a response to a 1977 RCU impact study, the principal investigator indicated that 300 copies of the summary of findings was distributed to public school education personnel in the state, and that data accumulated in this project substantiated the need for continuing to expand the program. Changes which occurred in school systems as a result of the project included: (1) coordinators of distributive education used the data acquired for selection and guidance of students; (2) the information provided program administrators and supervisors with guidelines for planning and coordinating programs in secondary schools.

L. Turner

SUMMARY

TITLE OF PROJECT: Identification of Competencies Required in Distributive Occupations in Tourism-Related Industries

ORGANIZATION: Florida Atlantic University

PROJECT DIRECTOR: Leroy M. Buckner

EXPENDITURES $3,500.00

DURATION OF PROJECT: July 1, 1973 - June 30, 1974

PROJECT NUMBER: C4-008

PROBLEM

Distributive Education personnel in Florida participated in a consortium effort of ten states (Interstate Distributive Education Curriculum Consortium - IDECC) from 1971 through 1976, for the purposes of identifying competencies required in D.E. occupations, and developing criterion referenced instruments to evaluate student achievement. Under this joint endeavor, learning packets were developed in distributive education occupations. A related effort, funded by the State Department of Education, Division of Vocational Education, was conducted at Florida Atlantic University, which developed lists of competencies in 12 program areas, with required equipment and materials' lists for each competency. This catalog of competencies and equipment lists was published in the final report of that project (#C3-0071) in August 1973, and included a section for Recreation and Tourism, listing seven competencies (critical tasks) for a total of 14 occupations.

The project described here was funded at Florida Atlantic University in July 1973, and appears to have overlapped or been related in some degree with the one described above.

OBJECTIVES

The stated objective of this project was to identify competencies required in distributive education occupations in tourism related industries.

PROCEDURES

No copy of the proposal is available to indicate what procedures were employed.

RESULTS AND POTENTIAL UTILIZATION

No final report on this project is available to provide details on the results. However, a proposal for a project to disseminate Catalogs of Objectives in Distributive Education (#BR6-0156) refers to this related project, stating that Learning Activity Packets were developed for tourism related industries.

L. Turner

SUMMARY

TITLE OF PROJECT: Model Programs for Preparing Personnel at the Secondary and Post-Secondary Levels for Careers in the Fashion Merchandising Industry

ORGANIZATION: Florida Atlantic University

PROJECT DIRECTOR: Leroy M. Buckner

EXPENDITURES: $5,500.00

DURATION OF PROJECT: January 1973 - August 1973

PROJECT NUMBER: B3-0617

PROBLEM

The growth of Distributive Education in Florida has created specialized programs classified in the field of marketing and distribution. In 1973 one of these programs, Fashion Merchandising, had not had guidelines, curriculum, and organizational structure defined. There was apparently no coordination among the levels of education that offered instruction in the field, thus allowing no continuous or smooth transition and progress of individuals preparing for a career in the field.

OBJECTIVES

Objectives of the project designed at Florida Atlantic University in 1973 were to develop model curriculum for the specialized area of Fashion Merchandising based on: (1) determination of which occupations were considered fashion occupations; (2) which career opportunities in the field were available in Florida; and (3) qualifications necessary to gain and keep employment in these occupations.

PROCEDURES

Fashion occupations were identified and used as a core to seek information in three different surveys. Mail surveys were sent to all secondary and post-secondary programs in Florida and selected ones in 11 other states; wholesale and retail fashion merchandising businesses were sent mail surveys; and personal interviews were conducted of industry executives in 11 Florida firms.

RESULTS AND POTENTIAL UTILIZATION

The recommendations for model curricula and suggestions for implementing a fashion merchandising program were based on findings secured in the surveys. Model curricula were to be developed on the basis of identified fashion occupations, by determining available career opportunities and qualifications needed for success in these occupations. Two types of model curricula were

to be developed: I. General Fashion Merchandising basic curriculum for entry level of all identified occupations; II. General Fashion Merchandising career level curriculum for all jobs classified as fashion merchandising occupations.

The final report contains charts and tables representing data secured in surveys, and sample survey instruments are found in the appendix.

SUMMARY

TITLE OF PROJECT: A Study to Determine Marketing and Distribution Concepts Taught by Elementary Teachers in Their Career Awareness Units

ORGANIZATION: Pinellas County School District

PROJECT DIRECTOR: Judy Davis (William A. Forr)

EXPENDITURES: $5,000.00

DURATION OF PROJECT: June 17, 1974 - June 30, 1975

PROJECT NUMBER: D4-009

PROBLEM

In 1974 it was felt that a need existed statewide for the organization and development of available resources for elementary level distributive education curriculum, in order to provide students with basic awareness of the kinds of career opportunities available and prepare them for entry into middle school exploratory programs.

OBJECTIVES

It was proposed, therefore, to identify the role of distributive education (D. E.) and develop guidelines for introducing it at the elementary level. Specific objectives were to: identify types of services that should be provided by the Department of Education Distributive Ed staff, county supervisors and teacher educators in D. E.; identify materials and resources currently being used in marketing career awareness; and define resources needed to do a more efficient job.

PROCEDURES

Five counties were surveyed--Orange, Broward, Pinellas (large counties), Alachua, and Lee (small counties). A sample of 460 classroom teachers using career education units were sent mail surveys, and instructional materials in use were sent to the Career Education Curriculum Lab in Tallahassee.

RESULTS AND POTENTIAL UTILIZATION

Data secured from the returned questionnaires (38% of those surveyed) indicated that marketing career education units were available in all five counties, but that many were untried by a majority of teachers.

Recommendations based on data from survey participants are offered in the final report as to services which might be offered by D. E. personnel to assist teachers. They include, in order of importance: providing pre and inservice training for elementary personnel with D. E. experts providing segments of training in workshops; providing instructional units prepared by elementary teachers in cooperation with D. E. resource people; and a statewide curriculum exchange service. The final report includes detailed charts representing data secured in the survey, and a synopsis of teacher opinions of career awareness in D. E. areas.

L. Turner

SUMMARY

TITLE OF PROJECT: A Survey of Small Business in the Tampa Bay Area

ORGANIZATION: University of South Florida

PROJECT DIRECTOR: Dr. James S. Pope

PROJECT COORDIN: Dr. Merle F. Dimbath

EXPENDITURES: $4,603.00

DURATION OF PROJECT: March 6, 1967 - June 30, 1967

PROJECT NUMBER: OB 67-19

PROBLEM

Every year thousands of small businesses are sold, transferred or closed, due to such reasons as lack of capital, training, or experience. Experts believed that many small business troubles result from failure to use advisors and that tests and job analyses should be available in all areas of small business.

OBJECTIVES

The purpose of the project was to conduct a six county survey of small businesses to determine the need for specific non-credit courses to supplement current adult education offerings. It was felt that the appropriate subject matter for non-credit courses would offer solutions to the many problems encountered by small businessmen.

PROCEDURES

An experienced business consultant was hired to advise the project director, coordinator, and a survey team of senior graduate students who would be trained to conduct the study. A survey questionnaire was used for this statistical descriptive research study. Personal interviews were conducted by the survey team, with the interviewers recording respondents' answers on the questionnaires. A random sample of 475 small businessmen were surveyed within the six counties.

It was found that 95% of the businesses sampled fell into two categories, retail and service. Most of the businesses in both classifications had not used or been aware of sources of assistance available in their areas.

RESULTS AND POTENTIAL UTILIZATION

From the data analyzed, a profile of an average businessman emerged; he was a high school graduate, age 36 to 55 with no experience or technical

training prior to his present business; he managed a retail establishment with one to five employees; his major problems related to personnel and his major source of information was literature; he was willing to devote one night a week for several weeks to study any of several courses.

Recommendations made were: 1) a broad range of course offerings should be considered to allow for differences between courses desired by different businesses, different requirements based on geographical differences, and the lack of correlation between major problems encountered in various businesses and courses desired; 2) care should be taken in designing course schedules commensurate with business hours in specific communities; 3) it was important to make businessmen aware of availability of courses offered; and 4) if the program was implemented, a follow-up study should be done to determine if businessmen for whom the courses were designed had been reached.

Information made available on an RCU Impact Survey in 1977 indicated that one outgrowth of the survey and disseminated report was that more and larger classes were started in subjects such as bookkeeping, sales, supervision and human relations. Another was that the small businessmen in the area surveyed subsequently became more aware of availability of assistance for their needs, and enrolled in more classes.

L. Turner

EMPLOYABILITY SKILLS

SUMMARY

TITLE OF PROJECT: Employability Skills Series

ORGANIZATION: Career Education Curriculum Laboratory, Florida State University

PROJECT DIRECTOR: Dr. Ora M. Kromhout

EXPENDITURES: $27,979.75

DURATION OF PROJECT: May 26, 1975 - June 30, 1977

PROJECT NUMBERS: C5-004, C5-006, B7-0083#1 - B7-0083#6

PROBLEM

It has long been recognized that acquisition of employability skills is a necessity for young people in order for them to be successful in the world of work. While teachers have been working over the years on building such skills, a need was seen in 1971 to provide information and material to teachers which would provide more systematic statewide subject matter.

Therefore, a project was conducted at Florida A & M in 1971 by Dr. W. H. Hannum for the purpose of developing and refining a catalog of pre-objectives, performance objectives and related criterion referenced assessment items for the area of employability skills (see project SDE 710-092). The resulting product was a document entitled Catalog of Pre-Objectives, Performance Objectives, and Criterion-Referenced Test Items. Reproduction and dissemination of the catalog in quantity became the objective of a grant awarded to the Career Education Curriculum Laboratory (CECL) Florida State University in 1972-73.

The catalog was revised and printed under the title The Florida Catalog of Occupational Education Objectives. The CECL coordinated the printing of 10,000 copies which were delivered to the five regional area coordinating offices. (B2-2068). Under a supplementary grant a series of invitational workshops were conducted within each region to disseminate the material and conduct orientation in its usage. An orientation guide on use of the Catalog was produced under this grant also (B2-2069). In 1974 a slide tape presentation on use of the Catalog was produced by the CECL under Project #C3-079. However, a further need existed to expand and supplement this catalog in order to provide teachers and students with materials on selecting and preparing for occupations. Therefore, plans were made to develop additional employability skills materials to support the objectives already identified in the Catalog of Occupational Objectives.

OBJECTIVES

In 1975 a project was developed at Florida State University, Career Education Center for the purpose of expanding the information contained in the Catalog, in order to develop curriculum materials for classroom use by vocational

education teachers to teach secondary students how to select an appropriate occupation, and how to get and keep a job.

PROCEDURES

The projects funded under #C5-004 and #C5-006 provided for development, production, dissemination and diffusion of the employability skills instructional materials by the CEC instructional design team under direction of team leader Dr. Ora Kromhout. A resource guide, A Guide to Employability Skills Materials was developed as the first step toward the stated objectives. This guide contains annotated bibliographies grouped by media and including information on publisher, price, and date of publication. It also contains a topical index-to-titles section and a list of free and inexpensive materials.

This guide was presented as an awareness and interest tool at a workshop, in combination with an employability skills slide/tape developed earlier to introduce the Catalog of Educational Objectives (C3-079). Two sample copies of the resource guide were also sent to key persons in all 67 school districts for dissemination at local levels. A presentation on use of the guide was made at a State Vocational Education Conference in August 1975. The filmstrip and a newly developed employability skills game were placed with 30 teachers in three counties for further validation and evaluation.

RESULTS AND POTENTIAL UTILIZATION

Six sets of documents which comprised the Employability Skills Series were completed in 1976 under project #'s B7-0083#1 - #6 by the design team and leader. These materials are self-contained modules intended primarily for use by students and teachers in vocational education classes, but may be used by other secondary level teachers, occupational specialists and guidance counselors who teach employability skills. These ready-to-use student materials are written at approximately the fifth grade reading level, but are oriented to young adults. Each set of two contains an instructors guide and a student unit. The series is listed below.

B7-0083#1 - Your Job Search - Employability Skills Series - is designed to make students aware of the relationship between finding a job and conducting an active well-planned job search. It breaks the job search down into specific steps, providing learning activities and practice related to those steps.

B7-0093#2 - Applying for a Job - provides students with practice in applying for and interviewing for a job.

B7-0083#3 - Job Changes - contains information and learning activities on how to handle promotions, resignations, job losses, and career changes.

B7-0083#4 - Good Work! - illustrates for students some behaviors that demonstrate good work habits.

B7-0083#5 - Choosing an Occupation - designed to assist students in evaluating job information as it relates to their personal traits, and making decisions in their personal and professional lives.

B7-0083#6 - Personal Finances - increases awareness of the importance of good money management--banking, paying taxes, borrowing, buying, saving, and budgeting.

Initially between 10,000 and 13,000 sets of the series were printed and all Florida high schools and community colleges were each provided with 25 sets. A number of individual books in the series were reprinted at various times when the demand for specific documents depleted the supply.

In 1977 an inservice program on the series was conducted, at which time 25 copies each were provided to 350 high schools, vocational technical centers, community colleges, and divisions of correction; each institution also received a multi-media kit which included a participant's guide, leader's guide, posters and filmstrips. In the same year specimen copies were also furnished to middle school guidance counselors in 400 Florida schools, 84 teacher educators, and 400 work experience coordinators. In 1978 the series was made available for sale at cost while the supply lasted.

L. Turner

HEALTH RELATED OCCUPATIONS

SUMMARY

TITLE OF PROJECT:	Career Exploration of Health Related Occupational Fields for Disadvantaged Rural Students
ORGANIZATION:	Franklin County School District
PROJECT DIRECTOR	Byron McKissack
EXPENDITURES:	$38,375.42
DURATION OF PROJECT:	March 18, 1971 - June 30, 1971
PROJECT NUMBER:	D1-0005

PROBLEM

Franklin County in 1971 was considered to be a disadvantaged area and had a high concentration of disadvantaged youth in a sparsely populated area, and a high dropout rate. In such a climate, it was felt that vocational education could offer significant educational experiences to disadvantaged students.

The need for a vocational health program in this county seemed to be indicated in several ways: (1) the supply of health workers is always limited in isolated rural areas--locally trained persons tend to migrate and it is difficult to attract other trained persons into the area; schools in disadvantaged areas seldom provide realistic health service career exploration; and such areas lack adequate resources to provide space, equipment and materials for exploring various vocational and technical health occupations. Therefore, the project described here was proposed to provide a partial solution to these problems in the Franklin County School District.

OBJECTIVES

The general objective of this project was to familiarize junior high school students with various health related occupations and thereby enhance the range of employment opportunities available to students classed as disadvantaged. This would be done by providing knowledge of job opportunities and requirements, and minimal competencies resulting from appropriate training in a realistic clinical setting.

PROCEDURES

A mobile health unit was designed so that the courses could be offered in two communities within a given year; curriculum was to be designed for one semester a year in a three year sequence in varying instructional patterns--lecture/discussion, media, lab experience, and directed study. A planned program for parent involvement was to be an integral part of the endeavor. Courses were planned in the following sequence:

1971-72 - Development of Health Occupations I
1972-73 - Development of Health Occupations II
1973-74 - Development of Health Occupations III

The mobile health unit was constructed to provide a complete hospital room, reception-classroom area, medical-technical laboratory, dietetic laboratory, anatomy lab, pharmacy, media center, therapy treatment area, storage, etc.

Curriculum guides, bibliographies and equipment lists were to be developed and printed during the summer months by instructors and staff consultants. Performance objectives for students were to be specified and measurement of achievement would be made by pre and post tests in order to form a basis for evaluation.

RESULTS AND POTENTIAL UTILIZATION

No final report is available to indicate results of the project. In a survey conducted in 1977 by the Department of Education Vocational Research Section, it was learned that the mobile unit remained in use as a classroom to teach a course in "Orientation to Health Occupations", but that it was unknown whether any further product or process resulted from the project.

L. Turner

SUMMARY

TITLE OF PROJECT: Changes in Certain Self-Actualizing Values of Associate Degree Nursing Students as a Result of Participation in Group Counseling Experiences

ORGANIZATION: Daytona Beach Community College

PROJECT DIRECTOR: Barbara Warren

EXPENDITURES: $3,383.71

DURATION OF PROJECT: May 15, 1974 - June 30, 1975

PROJECT NUMBER(S): D4-008

PROBLEM

There has always been a need for nurses to possess specific affective skills in order to be therapeutic in their relationships to patients. Nursing educators have long felt a concern with providing learning experiences which would produce these skills.

OBJECTIVES

The intent of this investigation was to test the relationship of specific therapeutic skills to measures of self-actualizing, through pre and post treatment administration of Shostrom's Personal Orientation Inventory (POI). The treatment would consist of group counseling experiences. It was hypothesized that: 1) definable skills in developing and maintaining therapeutic relationships with patients could be learned through the educational process; 2) these skills could be tested before and after specific learning experiences; 3) there would be significant differences in POI scores reflecting acquisition of these skills. The skills selected were: self awareness of one's own feelings, biases, capabilities, limitations, etc.; acceptance of others' expressions of feelings; openness toward others; and warmth and interest in all kinds of people.

PROCEDURES

The sample surveyed included 40 (in two sections of 20 each) sophomore students enrolled in the community college associate degree nursing program. All student participants were tested before and after the group counseling experience. Counseling was facilitated by college counselors and a unit of study entitled "Care of People with Life Adjustment Problems." The subjects in the two sections alternated as control and experimental groups.

RESULTS AND POTENTIAL UTILIZATION

Findings of the project included: there were no significant differences in POI scores for Experimental Group I after group counseling; there were no significant differences in POI scores between Experimental Group I and the control group on pre or post treatment testing; there were significant differences in POI scores between the first and third testing of the second experimental group in a downward trend; subjective evaluations of the group counseling experience of participants indicated positive growth and behavioral changes which were reflected in POI scores. Some recommendations made were that affective post testing be undertaken at least six months after group counseling experiences to identify internalized behavioral changes; that this type of experience be extended to at least a semester; and that more structured experiences be made available to students in anticipation of producing behavioral changes.

In a survey done in 1977 by the Department of Education Vocational Research Section, it was indicated that as a result of the project, it was felt that a more efficient means must be found to facilitate the self exploration phase of nursing students' learning processes, and the curriculum was altered to include empathy training on a more structured basis. This training proved more effective in increasing interpersonal skills of students than the encounter/sensitivity experience previously used.

L. Turner

SUMMARY

TITLE OF PROJECT: Evaluate Open-Entry-Open-Exit System for Practical Nursing

ORGANIZATION: Lindsey Hopkins Education Center, Dade County School District

PROJECT DIRECTOR: Glenna Botwinik & Elizabeth Pace

EXPENDITURES: $5,850.00

DURATION OF PROJECT: October 6, 1975 - June 30, 1976

PROJECT NUMBER: C6-004

PROBLEM

Several factors relating to health care needs of the community population served by the school, and the diverse backgrounds of the practical nursing student body, created a need to develop a flexible open curriculum designed to meet individual needs of students in the Lindsey Hopkins Education Center's Practical Nursing Program. The school's policy of several years standing had been to give students credit for previous education in approved nursing schools. For four years previous to this study, policy had been to grant advanced standing in the program to students on the basis of challenge examinations and/or official transcripts.

OBJECTIVES

Based on this policy, individuals had been permitted to move through the program at their own rates. Therefore, the project described here was funded in 1975 for the purpose of evaluating the ability of program graduates to function effectively in the nursing field. A secondary purpose was to pin-point strengths and weaknesses in the program and its curriculum.

PROCEDURES

A survey sample was chosen of 28 graduates who had been given advanced standing, five who completed the program at an accelerated rate, and 29 who required more than the usual 13 months to complete the program. Survey questionnaires were mailed to each graduate, each one was subsequently interviewed personally, and their employers were interviewed personally. Results of written "challenge" exams taken by the graduates while still in the program were correlated with State Board examination results and graduates' job performances.

RESULTS AND POTENTIAL UTILIZATION

Significant findings of the survey included: graduates who had completed the program in an accelerated period under self-directed study, and those graduates given advanced standing, functioned well on the job and their state board examination results were above average; those students requiring more

than 12 months (recycled through certain areas of study) were functioning on minimal levels on the job; challenge examinations were proven to be reliable gauges of practical nursing ability.

Based on data secured, the project staff recommended that: the program should continue with the curriculum concept of advanced standing and acceleration; challenge examinations should be reviewed and updated every two years; modification of curriculum should be made to include additional instruction in communication skills and psychology as suggested by survey participants; careful consideration should be given before permitting students to recycle three times; and students exhibiting immature behavior, for which counseling proved unsuccessful, should not be permitted to continue in the program.

The final report, includes detailed tables of data secured in the survey. In a survey done in 1977 by the Department of Education Vocational Research Section, it was learned that as a result of the project, "challenge" examinations were updated and communication skills instruction was added to the curriculum.

L. Turner

SUMMARY

TITLE OF PROJECT: Evaluation Instrument Development for Emergency Medical Technicians

ORGANIZATION: Santa Fe Community College

PROJECT DIRECTOR: Arnold T. Duke

EXPENDITURES: $10,000

DURATION OF PROJECT: May 15, 1974 - June 30, 1975

PROJECT NUMBER: C4-013

PROBLEM

In the past there has been little continuity in Florida in Emergency Medical Service (EMS). A wide variety of Emergency Medical Technician (EMT) educational programs were being offered at numerous types of institutions (junior colleges, vo-tech centers, hospital based programs and fire department based programs), each with different sets of requirements. In an attempt to bring order to the Florida EMS programs, the Legislature passed an Act which delegated responsibility to the Division of Health, Department of Health and Rehabilitation Services, to establish standards of competency for EMS, including EMT's. However, no standardized instrument existed for evaluation of the competency level that should be possessed by EMT graduates.

OBJECTIVE

Therefore, a project was initiated at Santa Fe Community College (SFCC) in 1974-75 for the purpose of developing such an instrument to measure competencies by content area. It was felt that this instrument could then be adopted by educational centers to measure competencies an EMT should possess for passing the Division of Health examination.

PROCEDURES

A review and analysis of reference materials considered as acceptable "standards of practice" for EMT's was undertaken to define the tasks that were implicit for curriculum content areas. Thirty-one units of study and 19 curriculum content areas were identified and analyzed. Based on this task analysis, 200 test items were developed and presented to the Department of HRS, EMS Section for fieldtesting. The items were administered to two groups of EMT candidates (425 and 805) in a random sample of Florida Voc-Technical Centers. Test items were machine graded and analyzed by item for their item-difficulty index.

RESULTS AND POTENTIAL UTILIZATION

The evaluation instrument to measure competencies needed by EMT's was developed and fieldtested, thereby providing a means of quality control for working EMT's. The project staff felt that continued evaluation and revision of test items could best be accomplished by the agencies and institutions administering the items; it was suggested that pre-test analyses could be used as predictors of students' cognitive levels so that emphasis could be placed on the course areas that would correct deficiencies in competency levels.

SUMMARY

TITLE OF PROJECT: Feeder Program for A. S. Nursing Students

ORGANIZATION: Lake-Sumter Community College

PROJECT DIRECTOR: Dr. Joseph E. Rhile

EXPENDITURES: $4,992.91

DURATION OF PROJECT: April 19, 1974 - June 30, 1975

PROJECT NUMBER: D4-006

PROBLEM

In 1974 a critical shortage of registered Nurses (RN's) in Lake and Sumter Counties had existed for over six years, and was expected to intensify due to the influx of retired persons. At the same time, persons wishing to enroll in R. N. programs had to travel to Ocala, Orlando or farther, since no R. N. program existed in the area due to high costs of operating such low yield programs, and lack of hospital facilities for training.

OBJECTIVE

Therefore, Lake-Sumter Community College (LSCC) investigated the feasibility of a partial solution by developing a "feeder program" in which students from the two counties could take preparatory academic courses at LSCC and then transfer to Valencia Community College for their professional nursing courses.

PROCEDURES

In cooperation with the nursing faculty at Valencia CC, a first year program was developed and transfer procedures were worked out. Three new courses were set up at LSCC--Physiology, Microbiology, and Nursing Orientation. The program began in the fall of 1974 with an enrollment of 23 students.

RESULTS AND POTENTIAL UTILIZATION

Although the program was still in its first year at the time the final report was written, all indications were that the program was successful. Of the 23 students initially enrolled, 18 had remained in the program, and 10 of these had applied for transfer to Valencia CC. A side benefit of the program was that students in other programs had the opportunity to take the courses in biological sciences. As a further indication of success, the program was being expanded to include Central Florida Community College (CFCC) in Ocala. A similar program in connection with CFCC's programs in Radiological Health Technology and Reactor Operator Technology was in the planning stage in 1975. Recommendations were made by the project staff that evaluation of the program be continued at least until 1977.

In a survey done in 1977 by the Department of Education Vocational Research Section it was indicated that the program was continuing to produce a limited number of nursing students who continued their training at Valencia Community College.

L. Turner

SUMMARY

TITLE OF PROJECT: Practical Nursing Pilot Study

ORGANIZATION: Broward County School District

PROJECT DIRECTOR: Ethel G. Miller

EXPENDITURES: $10,940.00

DURATION OF PROJECT: October 15, 1969 - June 30, 1970

PROJECT NUMBER: R70-002

PROBLEM

This was a practical nursing pilot study established at the Sheridan Vocational Center in the fall of 1969.

OBJECTIVES

No proposal is available to provide specific information; however, the purpose of the grant appeared to be to provide for technical assistance in establishing a practical nursing program at the center, and provided funds for hiring consultants, a registered nurse curriculum specialist, and a specialist in licensed practical nursing.

PROCEDURES

The project was funded for a period of 10 months.

RESULTS AND POTENTIAL UTILIZATION

No final report is available on the results of the project. However, a letter filed with the contract from the County Superintendent's office in April 1970 indicates that some audio-visual materials were developed.

SUMMARY

TITLE OF PROJECT: Practical Nursing Program

ORGANIZATION: Santa Fe Community College

PROJECT DIRECTOR: Dr. J. Richard Gilliland

EXPENDITURES: $4,016.25

DURATION OF PROJECT: January 15, 1970 - June 30, 1970

PROJECT NUMBER: 270-527

PROBLEM

This project was funded at the Santa Fe Community College in 1970 for a period of six months.

OBJECTIVES

No proposal is available to provide specific information; however, it appears that the purpose of the grant was to provide technical assistance in establishing a practical nursing program at the institution.

PROCEDURES

Not known

RESULTS AND POTENTIAL UTILIZATION

No final report is available on the results of the project. It appears that the funds were used to provide an instructor for the program.

L. Turner

SUMMARY

TITLE OF PROJECT:	Seminar for Instructors and Directors of Selected Health Related Programs
ORGANIZATION:	St. Petersburg Junior College
PROJECT DIRECTOR:	Ms. Elizabeth Lundgran
PROJECT COORDINATOR:	Ms. Louise C. Egan
EXPENDITURES:	$6,844.00
DURATION OF PROJECT:	March 17, 1969 - June 30, 1969
PROJECT NUMBER:	R69-1

PROBLEM

Faculties of vocational-technical health related programs had for some time worked individually on program design and processes of instruction. In the first annual Vocational-Technical and Adult Education Conference in August 1968, concern was expressed that there was a need for group consultation and consideration of problems in health related technology.

OBJECTIVES

Therefore, a seminar was designed by St. Petersburg Jr. College in 1969 for instructors and directors of health related programs in Florida, to provide an informal atmosphere for exchange of problems and ideas among various institutions having such programs. The specific aims were to: clarify content in such special programs as Medical Assistant - Medical Secretary; direct attention to common terminology, and provide consistent state-wide planning and certification requirements; detail at least one model for educational planning which included the behavior of teachers, students, and objectives for learning; and identify and relate to local planning the respective functional roles of administration, instructional staff, national and state certifying and licensing agencies.

PROCEDURES

The seminar, planned by program consultants, was based on suggestions of Dr. Andrew Doyle, Educational Psychologist from St. Louis University, who was part of the instructional staff at the seminar. In addition to presentations given by Dr. Doyle, informal group discussion was held and reading assignments were given to participants to complete the objectives of the seminar.

RESULTS AND POTENTIAL UTILIZATION

Evaluations were requested of all participants within a week after the conclusion of the seminar. The majority of these followup comments were positive, and major recommendations made were that similar sessions be held several times a year, with structured group sessions in specialty areas included in these sessions.

The final report for this project includes abstracts of discussions, lists of staff and participants, materials provided during the seminar, and suggested readings.

SUMMARY

TITLE OF PROJECT: A Study of Nursing in Florida with Implications for Nursing Education

ORGANIZATION: University of Florida

PROJECT DIRECTOR: Dr. Edwin L. Kurth

EXPENDITURES: $3,100.00

DURATION OF PROJECT: January 27, 1969 - June 30, 1969

PROJECT NUMBER: 569-129

PROBLEM

At the time of this study the problem was to determine, for the purpose of planning and development of nursing education, what implications might be drawn from a study of nursing and nursing education resources in Florida.

OBJECTIVES

The purpose of the study was to examine a sample of nurses in Florida and the opportunities for nursing education, in order to determine future planning needs for nursing education in the state. This was to be accomplished by: 1) generating a profile of state licensed nurses to determine their relationship to actual and potential resources and current educational opportunities; 2) examining present and future nursing needs in the state and recommending development of additional education programs.

PROCEDURES

Data used in the study came from state agencies, published material, and information acquired from questionnaires sent to a stratified random sample of all active and inactive Registered Nurses and Licensed Practical Nurses (of a total population of 43,000) licensed in Florida. Followup was done by mail, phone, and telegram, and a backup sample for those not responding. Two thousand questionnaires were sent, with a return of 1,921.

RESULTS AND POTENTIAL UTILIZATION

The data retrieved described a nurse population in Florida based on number, sex, location, saturation levels, growth, migration and attrition patterns, characteristics of employment, and education. Slightly better than half of all licensed nurses were actually employed. While the data showed a nursing shortage in Florida, the true character of this shortage was more an insufficient number of licensed nurses willing to market their services than a current shortage of trained personnel--in other words, a shortage of nursing services available.

Recommendations made to correct this shortage included: 1) increase pay rates and employee benefits; 2) increase aid to low income persons for the purpose of providing beginning or continued nursing education; 3) reassess nurses' roles and assign non-nursing functions to non-nursing personnel; 4) establish educational and re-educational programs necessary to meet current and future needs; 5) coordinate efforts between vocational-technical centers and community colleges to develop comprehensive programs of in-service and refresher education for Florida nurses.

HOME ECONOMICS

SUMMARY

TITLE OF PROJECT:	Broward County Home Economics Curriculum Development Project, Phases I, II, III
ORGANIZATION:	Broward County School Board
PROJECT DIRECTOR:	Mary F. Ray
EXPENDITURES:	$22,924.84
DURATION OF PROJECT:	July 1, 1967 - July 1, 1970
PROJECT NUMBERS:	RCU 68-1, F69-1 and F70-105

PROBLEM

Since society still relies on the family to provide the proper care and nurture of the young, and since home economics is the only discipline concerned solely with the family and the home, some innovative study seemed necessary in 1967 to upgrade the importance of home economics in the attitudes of parents, students, and other faculty and school administrators.

OBJECTIVES

This three phase project was conducted in five junior high schools and one high school from July 1967 through June 1970. Its objectives were to develop, design and test an innovative program in grades 9 and 10 which would: (1) achieve the broad home economics objectives; (2) improve the students' and faculties' attitudes toward home economics; (3) assist students in the development of critical thinking and independent study habits; (4) develop proficiency in the skills needed for food preparation and clothing construction; (5) promote carry-over of home economics learning from the classroom into the home; and (6) create more interest in and understanding of the concepts of homemaking.

PROCEDURES

In Phase I of the project--a pilot phase--an experimental group was set up to take one course in skill development in junior high school, and one further home economics course in high school; a control group took the required 9th grade comprehensive course without being required to take an additional course. Tests with nine variables were given during this phase.

In Phase II (1968-69) programs developed the previous year were tested in the five junior highs and a new program was developed for 10th grade. Again control and experimental groups were set up. Three new home economics courses were offered at the high school level--Creative Art in the Home, Human Development, and Family Economics.

Phase III done in 1969-70, undertook to test the program developed the previous year at Hollywood Hills High School. The testing in the junior high schools was dropped during this phase.

RESULTS AND POTENTIAL UTILIZATION

Results of the nine variables tested in the first phase showed significant gains in the experimental group in attitude toward home economics and in skill development in food preparation and clothing construction. There appeared to be no significant difference in habits of study, general knowledge, development of critical thinking, or carry-over of home economics into students' homes. Implications of the study were that skill development should be taught at the junior high level; that conceptual development should be emphasized in the high school courses--a full year in human development, including marriage relationships, child development and management of resources, should be taught in the high school, with emphasis on the aesthetic side of home economics. Physical facilities of the high school were designed to remove the cooking and sewing image from the home economics departments, and curriculum designed to fit the facilities.

Phases I and II of the project do not have final reports. The final report which can be retrieved under project #F70-105, covers all three phases of the project and includes three skill development units. Attached to it are course outlines for Art in the Home, Clothing Construction, Cooking Terms, Dress Design, Human Development, Units I-VI, and Interior Design, and Nutrition and Foods Continuum.

In a survey done in 1977 by the Department of Education Vocational Research Section, the principal investigator indicated that the major results of the project included: a change in curriculum offerings in home economics which involved the elimination of the required 9th grade comprehensive course in favor of elective in-depth skills courses; and a full year of human development course at the high school level. Teachers from several other counties visited the Broward facilities, so it was felt that other programs may have been affected in ways not easily assessible.

SUMMARY

TITLE OF PROJECT: Exploratory Study of Competency Based Teacher Education Programs in Home Economics

ORGANIZATION: Florida State University

PROJECT DIRECTOR: Bonnie B. Greenwood

EXPENDITURES: $15,000.00

DURATION OF PROJECT: February 26,1974 - June 30, 1974

PROJECT NUMBER: C4-010

PROBLEM

In keeping with the growing concept of certifying teachers on the basis of demonstrated competencies, Home Economics Education personnel met in Iowa in February 1974 to identify general competencies considered desirable for pre and in service home economics teachers. It seemed necessary to some Florida educators to extend this idea to identify competencies necessary for occupational home economics teachers in the state.

OBJECTIVES

The purpose of this project, therefore, was to identify home economics teacher competencies in the areas of: 1) general teaching ability; 2) child care, guidance and services; 3) clothing management, production and services; 4) home furnishings, equipment and services; 5) and institutional and home management and supportive services. Specific objectives were to answer such questions as: what competencies had already been identified; what competencies Florida home economics teachers perceived as desirable for teaching occupational home economics; what competencies did a limited sample of home economics students consider desirable for occupational home economics teachers; what competencies should be required for certification of these teachers.

METHODS

A selected sample of 225 Florida secondary occupational home economics teachers were surveyed. Data from the 153 responses may be found in Appendix B of the final report. A limited survey of 578 secondary home economics students being taught by Florida State University student teachers in the spring of 1974 may be found in Appendix C of the report.

In the summer of 1974 a series of one week workshops were held at Florida State University and were attended by experienced occupational home ec teachers for the purpose of identifying teacher competencies for the five occupational areas named above, as well as generic home economics competencies. Each participating group identified and submitted a list of competencies for its own occupational area. These lists were checked against Florida occupational curriculum guides, and some competencies were added to the lists.

RESULTS AND POTENTIAL UTILIZATION

The results of the workshops were lists of competencies for each occupational home economics area, and generic competencies, and may be found in Appendix E of the final report . Competencies identified under this project were used in later research as a basis for verifying teacher competencies in the area of Food Management. In a survey done in 1977 by the Department of Education Vocational Research Section, it was learned that the project director made presentations at two annual American Vocational Association meetings and one regional competency workshop concerning the findings of the project, which was the first in the country to identify competencies for occupational home economics teachers.

SUMMARY

TITLE OF PROJECT: Gainful Employment in Home Economics, Phase I, II, III

ORGANIZATION: Florida State University

PROJECT DIRECTOR: Dr. Agnes Ridley

EXPENDITURES: $85,008.86

DURATION: July 1, 1966 - June 30, 1969

PROJECT NUMBER(S): RCU 67-1; OB 67-21; 5-68-3; 569-18

PROBLEM

Since The Florida Study indicated that eight out of ten young people entering the job market between 1960 and 1970 would not be attending college, these young workers would have a need to prepare for gainful employment while students in high school or post-secondary vocational school. One of the areas available for gainful employment -- home economics -- was considered an important area for study.

OBJECTIVES

This three year study was concerned with an occupational opportunities assessment in the field of home economics knowledge and skills, and with the utilization of this information in experimental programs in the state of Florida.

PROCEDURES

The three phases of this study, conducted from 1966 through 1969, included: identification of job characteristics and competencies; development of non-detailed curricula for present and emerging occupational fields; resources development and education of selected teachers; implementation of curricula in schools; and production of state guides on gainful employment.

In Phase I a random sample was taken of 10% of the current and potential Florida business employers of people trained in home economics occupations. A total of 483 business firms and 315 homemakers provided data through special interviews. An "average" potential employee was identified with possibilities for employment. Indications were: that a need existed for more trained persons; that the needs varied by county and area of service; that certain basic employability skills were needed by all employees; that food services offered more part-time employment; and that more full time employees were hired as salespersons in clothing and textiles services. Implications for employment in specific areas led to Phase II of the project.

During the period of 1967-68 a seminar was held for teachers and supervisors from 32 counties to provide direction for home economics personnel interested

in classes in gainful employment. The principal investigator and an advisory board designed questionnaires for pre and post seminar, weekly summaries, daily evaluations, and final evaluations. There were 59 participants, and the seminar was evaluated in cognitive, affective and psychomotor areas of learning. Information gathered led to non-detailed curriculum guides produced by selected members of the group. These guides were sent to all members of the seminar and all county supervisors of home economics for testing. They covered the five areas of: (1) child care services; (2) clothing and textiles services, housing and home furnishing services; (3) homemaker services; (4) institutional food services; and (5) home services occupations. These were subdivided into clusters of job titles having common competencies.

In Phase III, an off-campus class was conducted in four areas of the state. The primary objective of the class was to extend the learning of the seminar and to assist in implementation of classes in gainful employment in Florida secondary schools, as well as to test and collect materials for inclusion into curriculum guides to be produced in a workshop. Subsequently a summer workshop was held relative to preparing these guides in the above named areas of study based on results of testing the preliminary guides. During the class teachers were given structured outlines, non-detailed curriculum, and teaching aids for provisional tryout in their individual school classrooms; these were critiqued in the class and ideas were exchanged among class members.

RESULTS AND POTENTIAL UTILIZATION

The summer workshop participants were home economics teachers and supervisors invited to assist in producing five curriculum guides; materials were produced and revised by the group, and the final effort was submitted to the Department of Education for publication.

In a survey done in 1977 by the Department of Education Vocational Research Section it was learned that the principal investigator conducted off-campus classes in this field in five areas of the state. She stated that the seminars and workshops held led to a new knowledge and awareness among teachers of occupational home economics, resulting in more enthusiasm for preparing students in this field. Reports and curriculum guides developed from the project were still in use at this time, and regularly requested from every state.

L. Turner

INDIVIDUALIZED INSTRUCTION

SUMMARY

TITLE OF PROJECT:	Development of a Curriculum Delivery System for Individualizing Instruction in Vocational-Technical Education - CDS Project
ORGANIZATION:	Florida State University University of West Florida
PROJECT DIRECTOR:	Barbara Johnston, Tracy Harrington, Robert Fagan
EXPENDITURES:	$824,973.00
DURATION OF PROJECT:	June 30, 1974 - Ongoing as of 1978
PROJECT NUMBERS:	OEG-0-74-1645, OEG-0-74-1675, B4-1006, CC4-01, CC6-01, C6-007, D7-002, D7-004, C7-1C12, C7-1C13, C7-1C14

PROBLEM

Florida's educational system has been committed to implementing a competency based approach to vocational education for the past several years. The Division of Vocational Education has considered a model for individual techniques applicable to any classroom to be an essential ingredient in a competency based system.

As a part of this larger commitment toward competency based education, a need has emerged for a comprehensive curriculum delivery system for individualizing vocational instruction. Thus, in 1974, a project was initiated through Florida State University (FSU) to address this need.

OBJECTIVES

The project was entitled, "The Development of a Curriculum Delivery System for Individualizing Instruction in Vocational-Technical Education" (referred to hereafter as the CDS Project), and was conducted for the purposes of developing an individualized instructional management system and validating criteria to be used as a basis for individualizing vocational technical instruction in Florida. Specific objectives were to: develop a theoretical framework for the delivery system; identify components and processes of the system; develop validated criteria to be used in selection, organization and presentation of learning experiences; and produce a total curriculum delivery system including components.

PROCEDURES

A draft version of a theoretical framework paper was developed by a statewide selected task force of experts in the field of education, and reviewed by a panel of experts composed of education leaders with national and international reputations. Critique of the paper by this panel was used in making revisions and the paper was completed in March 1975. It was printed

in the form of a booklet (the Gray Book). Concurrent with this activity the project director developed instruments for selections of learning managers. These 50 learning managers chosen from districts, community colleges, and universities, evaluated the criteria utilized in individualization of instruction. Resulting data from this evaluation of criteria utilization were developed into technical reports. Research was done through site visits to various school districts, conferences, and literature reviews, resulting in development and fieldtesting of a procedural manual.

The Competency-Based Learning System designed under this project was entitled FACIT (Florida's Approach to Competency-Based Individualized Teaching). It was a joint effort of teacher educators, practicing vocational teachers, and the Curriculum Delivery System (CDS) Project. Representatives of each group developed a model that described the most important features of a competency-based individualized instructional system for vocational education. The model was tested by vocational teachers, teaching competencies were identified, and instructional materials to teach the competencies were developed.

RESULTS AND POTENTIAL UTILIZATION

Products completed by the end of 1976 include: a theoretical framework paper entitled Individualizing Instruction for Competency Based Education, microfiched under #OEG-0-74-1645#3 (Gray Book mentioned above); and a procedural manual entitled Delivering Competency Based Vocational Education, microfiched under OEG-0-74-1645#2 (Blue Book).

The FACIT materials comprise six instructional components on: Goal Setting, Objectives, Criterion-Referenced Testing, Learning Experiences, Evaluation, and Instructional Management. Filmstrips are provided for each component, giving overviews of the total learning system. Printed materials cover the basic instruction for each competency in the six components, and for most competencies, instruction is given in other media such as filmstrips, games, audiotapes, and films. Development of these materials involved extensive fieldtesting, revisions, and further fieldtesting.

The project was continued through the University of West Florida in 1977. Materials completed and available on microfiche for 1977 under the project #CC6-01#1 include:

A. Using Criterion Referenced Pretests & Posttests - Learning Option 1
Learning Option 2

B. Determining Types of Tests to Use - Learning Option 1

C. Identifying Testing Requirements of Objectives - Learning Option 1
Learning Option 2

D. Developing Performance Rating Methods -	Learning Option 1 Learning Option 2
E. Constructing Selection Items -	Learning Option 1
F. Constructing Supply Items -	Learning Option 1

A two volume final report covering the project through 1976 is microfiched under #OEG-0-74-1645#1; a final report for 1977 may be found under #CC6-01; and articles published on the project in the Florida Vocational Journal may be found under #CC4-01A.

Additional curriculum materials being produced will be available after July 1978. The project is ongoing.

T. Trimble
L. Turner

INDUSTRIAL ARTS

SUMMARY

TITLE OF PROJECT: Develop and Test a Plan for Validating Catalogs of Competency in Industrial Arts

ORGANIZATION: Florida State University

PROJECT DIRECTOR: Dr. W. Hugh Hinely

EXPENDITURES: $5,000.00

DURATION OF PROJECT: January 1, 1977 - June 30, 1977

PROJECT NUMBER: D7-014

PROBLEM

Moving toward competency based instruction is considered to be one of the highest priorities in improving instruction in vocational education. This goal is in sight in Florida, and the project described here was designed with a view toward moving a segment of industrial arts instruction closer to this goal.

During the summer of 1976, catalogs of objectives had been developed at Florida State University teacher workshops for seven of the new vocational and technically oriented courses at the secondary level. These catalogs were printed and distributed throughout the State.

OBJECTIVES

The broad objectives of this project were to plan and test a model for validating catalogs of competency in industrial arts. In testing the evaluation plan, the validity of the objectives in three of the above mentioned catalogs was investigated. These catalogs were:

Catalog of Objectives for American Industry
Catalog of Objectives for Graphic Communications
Catalog of Objectives for Manufacturing

PROCEDURES

Ten teachers in each of the three subject areas using the catalogs were sent the survey instrument to evaluate the objectives and the overall effectiveness of the catalogs. These teachers were also asked to evaluate the survey process itself.

RESULTS AND POTENTIAL UTILIZATION

Analyses of the data indicated that the catalogs were well accepted overall, and were used. However, some individual objectives in each catalog were

judged to be not valid and in need of revision. The instrument used in this survey was judged to be sound, and usable for validating other competency catalogs. The final report on this project contains data on each catalog, a sample of the survey instrument used, and the three catalogs assessed are reproduced in the appendix.

Recommendations were made to use the survey plan developed in this study to validate and update catalogs of competencies and similar material in other areas of industrial arts. It was believed by investigators that such assessment surveys should be followed by workshops using survey participants in the actual catalog revision process.

INDUSTRIAL EDUCATION

SUMMARY

TITLE OF PROJECT: Automotive Mechanics Assessment and Dissemination Projects

ORGANIZATION: University of South Florida

PROJECT DIRECTOR: William Wieser

PROJECT CONSULTANT: Raymond Hill

PROJECT COORDINATOR: James W. Selman

EXPENDITURES: $15,000 (dissemination)

DURATION OF PROJECT: March 27, 1972 - June 30, 1973

PROJECT NUMBERS: 720-082; C3-0069

PROBLEM

Public vocational educators have generally accepted the fact that appropriate technical education programs should be made readily accessible to persons of all ages in all communities. Such programs should be realistic with relation to opportunities for employment and suitability to the needs, interests, and abilities of persons enrolled in them. In pursuit of this aim, the Florida Department of Education had adopted as a major objective, the policy of improvement of product output. One step taken in meeting the DOE guidelines for this objective, was selection of Auto Mechanics for the development of two products to be used in program planning and evaluation. Toward this end a project was designed in 1972 at the University of South Florida, funded under the Division of Elementary and Secondary Education, (project #720-082).

OBJECTIVES

This first project was conducted to develop (a) a Catalog of Pre-Objectives for use in curriculum planning, and (b) a Catalog of Performance Objectives for assessing the degree of auto mechanics' competencies. Specific goals included: assessing auto mechanics' competencies; producing a catalog of pre-objectives and performance objectives; developing criterion referenced test items for the performance objectives; and fieldtesting and revising the products.

PROCEDURES

A 12 member Craft Committee composed of practicing master auto mechanics, managers and instructors in the field, conducted a task analysis by distributing a "task inventory" survey among selected auto mechanics in the industry. The results were compared with similar surveys developed by educational institutions. Performance objectives and criterion referenced test items were fieldtested by administering them to students in auto mechanics training programs and to recently employed auto mechanics.

RESULTS AND POTENTIAL UTILIZATION

Results of the cooperative efforts of the Craft Committee, an Advisory Committee, and the project staff, were two catalogs for automotive mechanics.

1. Automotive Mechanics - Catalog of Pre-Objectives

2. Automotive Mechanics - Catalog of Performance Objectives and Criterion Reference Test Items

The Catalog of Pre-Objectives was for use in public institutions as a curriculum guide for planning and revising programs in automotive mechanics.

The Catalog of Performance Objectives was developed as a basis for performance based instruction at the secondary school level to provide techniques and procedures for assessing and evaluating the degree of attainment of stated objectives. These documents may be found under project #720-082.

After development of the products, a project was funded under the Division of Vocational Education for the purpose of disseminating the above named catalogs to instructors of automotive mechanics programs throughout the state. A group of two-day dissemination workshops were set up in the five regional areas of the state, and one additional one at the General Motors Training Center in Jacksonville; a set of catalogs and instructional materials in catalog usage were provided for each workshop participant. A final report on this activity may be found under project #C3-0069. These catalogs were forerunners of the Catalog of Automotive Mechanics developed by V-TECS (see project #D4-005).

L. Turner

SUMMARY

TITLE OF PROJECT: A Pilot Program of High School Engineering Related Technology in Electromechanical Technology

ORGANIZATION: Orange County School District

PROJECT DIRECTOR: Frank Kral

EXPENDITURES: $4,9[illegible].00

DURATION OF PROJECT: May [illegible] 1974 - June 30, 1974

PROJECT NUMBER: D4-[illegible]

PROBLEM

Surveys and consultations with employers, personnel directors, and post-secondary educators, indicated a need to provide a broad based secondary technically oriented program for students of average or better ability to help assure student success at all levels of post-secondary experience. There was often a need, also, to remedy deficiencies among such students in math and communication skills.

OBJECTIVES

Therefore, a project was initiated at Maynard Evans High School in Orange County in Engineering Related Technology over the 1974-75 school year. Students of average or better abilities were recruited actively by biology and chemistry instructors. The objective of the project was to structure a pilot program which would provide students with sufficient knowledge and skills to: enter and successfully complete post-secondary training leading to technical employment; qualify for lower level technical positions at the end of the secondary school program; and make intelligent decisions about future plans. This pilot program would include remediation of math and communication skill deficiencies, where needed.

PROCEDURES

An activity based self paced program was designed which included special studies in electronics, mechanics, free-hand technical sketching, and problem solving techniques. Long and short range goals were defined by written performance objectives which were to be completed by two-student teams on a self paced schedule. Individual study habits were reinforced with extensive reference materials and by student team interaction. Remedial study and individual instruction was effected through use of programmed instructional material prepared by the military.

RESULTS AND POTENTIAL UTILIZATION

Success in meeting course objectives was evident in improvement in learning habits, attendance, teamwork efficiency, and ability to follow written

instructions. The long-term effectiveness would not be measurable until some future time.

Recommendations made, based on the program results, included: certain improvements should be made in course structure to allow greater latitude for motivation and ability; more guidelines should be made available for early achievers to provide them with diverse and enriching studies; early diagnosis of individual deficiencies should be made to allow remedial exercises. The final report for this project is on microfiche. It contains the primary goals of the program and samples and lists of materials used in the classroom.

PLACEMENT AND FOLLOWUP

SUMMARY

TITLE OF PROJECT: The Design and Implementation of a Model Placement and Follow-up Program in Sarasota County

ORGANIZATION: Sarasota County School District

PROJECT DIRECTOR: C. A. Bellum and Jack Dale

EXPENDITURES: $45,000.00

DURATION OF PROJECT: July 1, 1973 - June 30, 1974

PROJECT NUMBER: BR3-1383

PROBLEM

The Florida State Board of Education Regulations, Chapter 73-235 decreed that each school district in Florida must insure that placement and followup services be established and maintained to assist all graduates and students leaving before graduation in all secondary schools and area vocational-technical centers by September 1, 1974.

OBJECTIVES

Therefore, because of the above decree, a project was designed in 1973, to develop and implement a model placement and followup program in Sarasota County which could be adapted to other areas of the state. The program would be set up to provide inter-school information about students enrolled in or graduated from all secondary school and community college programs. The plan of operation for a typical school district was also to be expanded to include a companion study at Manatee Junior College to develop a model at that educational level.

PROCEDURES

A proposed calendar of events for developing and implementing the program was drawn up. To institute the model, the first component was to be an exit interview with students leaving before graduation. Occupational Specialists were chosen to interview the exiting students to: (1) determine reasons for withdrawal; (2) offer counseling in alternative educational approaches; or (3) assist in finding suitable employment for the students.

A second component of the program consisted of a followup survey of all 1972-73 graduates or school "leavers." A survey instrument was designed and tested in a pilot survey of selected cooperative education students. Results from this trial instrument and its subsequent refinement was a final survey form for the purpose of gathering information on former students' current activities or employment, background, opinions and attitudes toward school services, etc. This instrument was mailed out after an elaborate publicity campaign was put into operation.

The third component in the model system was a placement service to provide all students leaving school--graduates and school leavers--with a full range of career related activities. It included surveys of local employers as to job opportunities, distribution of pertinent job market information to various schools, directories of contact people, and a complete Job Data Bank, which would be placed on microfiche to be used by students and placement counselors. Accompanying information boards were placed around the schools together with instructions in how to make use of fiche and readers.

RESULTS AND POTENTIAL UTILIZATION

The program was implemented on a county-wide basis, and a companion study was initiated concomitantly at the Manatee Junior College which developed a model program at that institution, with a centralized job placement office on campus. Recommendations made on the Sarasota study included a suggestion that the followup must be expanded to include a two and one-half and a five-year component. Immediate expansion and implementation of the program led to a follow-up study being done in Sarasota County of the 1974 graduates and school leavers. A document on this later survey, as well as a report of the efforts at Manatee Junior College, are included with the final report of this project.

In a survey done in 1977 by the Department of Education Vocational Research Section, it was learned that the program which was developed as a result of this project in Sarasota County was still being used in modified form--that it combined both vocational and non-vocational followup efforts into one central office; added a job placement program based on community resources; and as a result of followup data secured from students and employers, revised curriculum and methods of instruction in the district.

SUMMARY

TITLE OF PROJECT: A Field-Test of Follow-Up Instruments for Persons Completing Vocational-Technical Programs in Florida

ORGANIZATION: Sarasota County School District

PROJECT DIRECTOR: Betty Mann McQueen

EXPENDITURES: $2,695.77

DURATION OF PROJECT: January 7, 1972 - June 30, 1972

PROJECT NUMBER(S): B2-5016 and B2-5046

PROBLEM

In 1971 two follow-up instruments were designed by the Department of Education, Division of Vocational, Technical, and Adult Education to collect information on the degree of success of students in vocational education programs after graduation. Since there was a need to field test and evaluate these instruments before widespread use, a project was funded through the Sarasota County School District for this purpose in January 1972.

OBJECTIVES

Specific objectives of the project included: 1) determining the appropriateness of the instruments for following up persons who had completed vocational technical programs in Florida; 2) determining the clarity of individual items in the instruments; 3) determining the number and percentage of responses to individual items in the instruments; and 4) suggesting appropriate procedures for administering the instruments on a state-wide basis.

PROCEDURES

Two different follow-up instruments were designed--one for persons who had completed vocational-technical programs in Florida, and one for employers of those persons. A sample of 1971 graduates of vocational-technical programs was selected from three high schools and one vocational-technical center in Sarasota County, and one community college--Manatee Junior College in Manatee County. The Graduate Questionnaire with explanatory cover letter was mailed to 300 graduates--100 each from secondary, post-secondary vocational center, and post-secondary community college levels. Two special groups were included within the 100 secondary and 100 post-secondary vocational-technical center programs--graduates of a secondary Educable Mentally Retarded program and a post-secondary Migrant Vocational program.

The Employer Questionnaire, with cover letter, was sent to 173 employers of the graduates surveyed, after obtaining permission from the graduates. Telephone and mail followups were conducted for non-respondents after a reasonable period of time.

RESULTS AND POTENTIAL UTILIZATION

Survey and followup procedures on both questionnaires produced an overall return of 72.6% on the Graduate Questionnaire, and a 91.9% return on the Employer Questionnaire. Both instruments were analyzed for: 1) quality of each question as written; and 2) evaluation of data gathered from each questionnaire. The final report, which covers both grants, contains a detailed record of all survey procedures, and in-depth analyses of individual questions on each instrument and the data collected. Illustrative tables of all such data are included in the report. Sample questionnaires and cover letters are reproduced in the report appendix.

The project staff made several recommendations for minor changes in survey procedures, form of the survey instruments, and revision of some of the questions for increased clarity. Some of the recommendations on form and procedure included: mark "confidential" conspicuously on the instruments; explain the purpose of the survey directly on the questionnaires; and eliminate the term "vocational program" and substitute "career oriented program" or have a separate questionnaire for community college graduates which does not refer to vocational programs. It was further recommended that the instruments be used on a state-wide basis. The final report for this project may be found on microfiche under project #B2-5046.

SUMMARY

TITLE OF PROJECT:	Implementation and Operation of the Computer Assisted Placement Services (CAPS) System in Selected Area Vocational Technical Centers and Community Colleges
ORGANIZATION:	Florida Department of Education (Contract with Educational Systems Research Institute)
PROJECT DIRECTOR:	Dr. Kenneth M. Eaddy
EXPENDITURES:	$115,840.00
DURATION OF PROJECT:	February 2, 1976 - June 30, 1977
PROJECT NUMBERS:	DOE 760-093; DOE 770-054; B7-0191; B7-0203; B7-0204; B7-0210; B7-0212

PROBLEM

Youth unemployment has been and continues to be significantly greater than unemployment among adults. This problem is less critical among vocationally-trained high school graduates than untrained graduates or early school leavers, but even these trained youth frequently experience difficulty in obtaining appropriate employment. In an effort to address this problem, in 1976 the Educational Systems Research Institute, Inc. (ESRI) made available to Florida the Computer Assisted Placement Services (CAPS) on a contractual arrangement with the Florida Department of Education. The DOE designated selected community colleges, vocational-technical centers and secondary schools to participate in this placement service.

OBJECTIVE

The specific purpose of the project was to exchange information between employers and potential employees (graduating vocational education students) through the use of a computerized placement service.

PROCEDURES

The contract was first negotiated in February 1976 for a period of seven months to serve graduating vocational education students in vocational-technical centers and community colleges. School Personnel Brochures, Student Brochures, and Employer Brochures were secured from ESRI and disseminated to participating schools and all possible employers in the districts involved. The Division of Vocational Education prepared news releases to various media to publicize the program. Districts or institutions involved provided lists of employers to ESRI and registered their graduating vocational students with the service. The CAPS referrals were sent to employers through CAP O GRAMS--lists of students in specialized vocational areas.

In July 1976 the contract was extended for one year and five Florida school districts were selected to conduct the program at the secondary school level. High schools in Dade, Hillsborough, Orange, Broward, and Pinellas Counties participated in the program, registering on a voluntary basis their 1977 vocational education graduating seniors.

RESULTS AND POTENTIAL UTILIZATION

No final reports are available on the first seven months of the project. In the second year, the five school districts were funded on individual projects. Each district enrolled its students on a flat fee basis with ESRI. Final reports are on file for #B7-0210, Hillsborough County; B7-0203, Dade County; B7-0212, Orange County and B7-0204, Broward County. Each report indicates that a large percentage of graduating vocational students were enrolled with ESRI on a voluntary basis, but that no evaluation could be made on the effectiveness of the program since no provisions had been made for a followup on actual job referral and placement resulting from the CAPS participation. Due to the nature of this project and the inability to evaluate results, the final reports will not be disseminated.

L. Turner

SUMMARY

TITLE OF PROJECT: Model for Computerized District Follow-Up Study

ORGANIZATION: Alachua County School District

PROJECT DIRECTOR: Leonard D. Jackson

EXPENDITURES: $4,809.00

DURATION OF PROJECT: July 1 1975 - June 30 1977

PROJECT NUMBER: D6-004 and D7-005

PROBLEM

The State of Florida has mandated that follow-up studies be done of all graduates and early leavers from all school districts in the state. Also, historically the State Division of Vocational, Technical and Adult Education has conducted follow-up studies of students completing vocational programs or leaving with marketable skills; however, no consolidation of these two efforts has existed, nor has there been a model to present reports of such efforts to individual districts, legislatures, etc. It seemed obvious that, in order to carry out such a task, a comprehensive electronic data processing system must be set up. Therefore, a project was conducted in 1975-77 by the Alachua County School District to develop a computerized follow-up model.

OBJECTIVES

The broad purpose of the project was to develop a standardized system of follow-up that would incorporate electronic data processing and would be transportable to any school district in Florida. Specific goals included: developing a flexible instrument to fuse alumnus and vocational surveys into one comprehensive follow-up; developing a data processing system to analyze and report survey information; and developing a model reporting system to individual areas or agencies.

PROCEDURES

A followup form was developed that would provide both the minimum data required by the State Legislature and data required for vocational completion. The standard follow-up of 1975 graduates and early leavers was implemented to obtain source data (the final report does not specifically define this population, but it is presumed that it was Alachua County students). The system of data analysis was established and results were validated by a 10% random non-respondent study which was compared with respondent data. Survey forms were also designed and sent to employers of all respondents who gave permission.

RESULTS AND POTENTIAL UTILIZATION

Data was secured on the follow-up form and placed on an optical scan form designed for this purpose. A Code Book was written detailing all encoding procedures, criteria for value judgments, and condensation of various standardized codes. The University of Florida was contracted to do the computer analysis. A "package" program with a wide variety of sub-routines was chosen as the most appropriate for adoption (Statistical Package Social Sciences, SPSS). Items contained in 100 packets of material developed are listed on page 10 of the final report, together with information on location of these items. The report appendix contains samples of the survey forms, the computer follow-up form, and information on the model and code book which were developed.

Project staff felt that the resulting computer program was versatile and unlimited for a very low cost, providing utility on a statewide, district, or individual school level.

SUMMARY

TITLE OF PROJECT:	Pinellas County Information System Project
ORGANIZATION:	Pinellas County School District
PROJECT DIRECTOR:	Joe D. Mills
EXPENDITURES:	$39,357.00
DURATION OF PROJECT:	November 8, 1968 - June 30, 1969
PROJECT NUMBER:	569-126

PROBLEM

The rapidly expanding and changing population in Pinellas County in 1967-68, together with increased business and industry in the area, created a need for vocational education programs which would coordinate with employer demands. It was felt that the Vocational, Technical and Adult Education Division had a responsibility to meet the changing area manpower, industry, occupational and placement requirements. In addition, an area occupational survey done in 1965 had indicated a need for systematic updating of specific areas of information secured at that time. Thus, the project discussed here was designed in 1968 to fill these needs and correct deficiencies in information within the county in order to provide a continuing fund of resource data for curriculum planning and evaluation.

OBJECTIVES

Purposes of the project were: to gather all available data related to manpower needs, students records, evaluation of programs, and student guidance; and to set up an information system within the county. Specific objectives included: to determine student interest, programs and needs; to establish a systematized student record system; and to provide for a continual evaluation of ongoing programs.

PROCEDURES

The proposal states that this 1968 project was a continuation and amplification of a program begun in the county in 1967-68 (no record is available on this). In the project discussed here, special features were instituted which included the establishment of a Communication Data Center involving EDP instruction, data collection and dissemination; development of a research library organizational structure; establishment of a student followup procedure; development of a format for student records; and identification of specific labor market needs. A survey was made of Cooperative Education programs and students to determine their successful adjustment to employment. Data was also collected on graduates of the technical education programs in the county.

RESULTS AND POTENTIAL UTILIZATION

The data collected in these program surveys were to be used in planning and projections in the affected programs - revising old programs and planning new ones; and in determining student needs, interests and success. Student record procedures were set up on a permanent basis to provide source data for future followups. The information system established under this project later evolved into Florida's Data Processing Management Information System (MIS) which is used on a statewide basis.

No final report is on microfiche for this project, due to the large computer printout sheets in the report.

L. Turner

PF 10

SUMMARY

TITLE OF PROJECT:	Placement and Progress of Florida's Technical Graduates (Phase I and II)
PROJECT DIRECTORS:	J. W. Hensel and Jesse J. Defore
ORGANIZATION:	University of Florida
EXPENDITURES:	$9,400
DURATION OF PROJECT:	February 19, 1973 - June 30, 1975
PROJECT NUMBERS:	3-0598, C4-006

PROBLEM

As of 1973 no systematic follow-up study of technical graduates from Florida's 28 community colleges and 22 area vocational-technical centers had been done to assess the programs' effectiveness. Such educational efforts require an appreciable investment of resources (both personal and financial), but little current data existed to allow for evaluation of the results. Therefore, it was felt that such follow-up studies were critically needed, and a pilot study was designed at the University of Florida to be conducted in 1973, and expanded in the following year.

OBJECTIVES

The major purpose of the pilot study was to set up a research design and test its various features. Specific objectives were to: develop survey instruments and make preliminary evaluation of those instruments; develop a coding process for the data; select sample institutions and individuals to participate in the pilot study; analyze data; and evaluate and revise the pilot study.

The continuation project in 1974-75 which expanded this earlier study (C4-006), had as its major objective the continued collection of data to be used for: program evaluation; possible curriculum revision; development of new curriculum; forming a bank of vocational guidance information; and ascertaining local, state and regional manpower training trends and needs. Specific goals were to determine: placement; initial job assignment; relationship of training to job; rate of promotion and pay increase; satisfaction with job; perceived needs for continuing education; and mobility for graduates of technical education programs. Additional objectives were to survey employers on hiring and utilization practices, recruiting plans, perceptions on technical curricula, etc.

PROCEDURES

Two survey instruments were developed during the pilot study--one for technical program graduates and one for the graduates' employers. The graduates' instrument was evaluated by a jury of experts and revised accordingly; after field-testing by 20 students in one community college class, it was further revised

into its final form. The Employer Questionnaire was also evaluated by a jury of experts and two personnel managers of local firms, and revised. An information brochure was designed to describe the study, and five institutions were chosen to participate in the pilot study. Survey participants were chosen on an "incidental" or convenient basis from the graduates of programs from July 1971 through June 1972. Questionnaires returned by participants supplied employer names, and survey instruments were then mailed to them.

The second phase of the study expanded on the pilot project. Building on the steps completed in the pilot study, the project staff planned to: select samples for the major study by soliciting support from the complete population of institutions, employers and individuals concerned; send out survey instruments; collect, code, and analyze data; evaluate the study; and publish the results.

RESULTS AND POTENTIAL UTILIZATION

The pilot study, listed as project #3-0598, could not be located under that number. However, it was apparently funded in the amount of $4,400 and the results were detailed in a progress report filed under project #C4-006, which is the second year of the study. It was planned that the enlarged study done in 1974 would be descriptive rather than predictive, and it was expected that the analysis would enhance the availabiltiy of data. No final report is on file for this second phase of the project.

L. Turner

RESEARCH AND EVALUATION

SUMMARY

TITLE OF PROJECT: Coordination of Special Evaluation Activities

ORGANIZATION: University of West Florida

PROJECT DIRECTORS: Dr L. H. Perkins and Dr. Mark L. Headrick

EXPENDITURES: $25,415.00

DURATION OF PROJECT: May 10, 1976 - June 30, 1977

PROJECT NUMBER: B6-0209

PROBLEM

The Florida Division of Vocational Education has conducted a variety of activities for several years which will ultimately become a fully developed evaluation system for all vocational programs in the state. Such activities have included: a statewide followup of all persons completing or leaving preparatory vocational programs with marketable skills, as well as a survey of employers of such persons; and coordination of a specialized statewide system to evaluate programs for secondary, prevocational and preparatory vocational courses for regular, handicapped, and disadvantaged students in high schools and community colleges. It was felt that, in order to fully implement these activities, a comprehensive system of evaluation must be established, integrating all existing components into a whole.

OBJECTIVES

The broad purposes of the project were to: conduct varied analyses of VTAE student and employer followup information; develop methods and procedures for making more effective use of followup information; and coordinate certain aspects of a statewide system for evaluating vocational programs, services and activities.

PROCEDURES

With the aid of a consultant at Florida State University, analyses of followup data were developed and presented to each state service area program director and some placement and followup coordinators at the district level. Followup procedures were reviewed with local supervisors, vocational directors, occupational specialists and other district level professional vocational personnel, to ascertain effective methods and procedures for using followup results. Consultations were also held with data analysis personnel in the Department of Education.

RESULTS AND POTENTIAL UTILIZATION

In addition to developing a statistical package for districts to incorporate into their yearly display of followup results, a guidebook was developed, entitled, Making Effective Use of Educational Follow-up Information. This

document was disseminated throughout the state by way of conferences, workshops, and mailings. The booklet may be found under project #B6-0209#1.

Consultations with the DOE data analysis personnel resulted in a preliminary display format being developed to analyze and display program review results in several meaningful forms. The final report describes these results. Attached to the report (B6-0209#2) is a printout sheet on follow-up data and procedures, and a four page questionnaire developed by project personnel on the dissemination and use of V-TECS Catalogs.

L. Turner

SUMMARY

TITLE OF PROJECT: The Evaluation of a Vocational Education Program by Potential Major Employers in the Community

ORGANIZATION: Gulf Coast Community College

PROJECT DIRECTOR: Richard Wheeler and Thomas R. Hoskins

EXPENDITURES: $750.00

DURATION OF PROJECT: March 1, 1977 - June 30, 1977

PROJECT NUMBER: D7-012

PROBLEM

In 1977 students and state and federal agencies were asking about the value of certain programs at Gulf Coast Community College. Educators at that institution felt that when applied to vocational programs, value should be measured in terms of employability of the graduate, starting salary, relevancy of courses to occupation, and job mobility added by the program. However, prior to this study, no evaluation instrument or procedure existed at the institution.

OBJECTIVES

Therefore, this project was designed to first develop an evaluation instrument and procedure to answer the above questions. In designing and fieldtesting this instrument, one specific program at the college was evaluated--the Salesmanship Certificate Program.

PROCEDURES

The necessity was seen to learn whether the curriculum of the specific program met the needs of local employers and whether a job market existed for graduates of the program.

A survey instrument was designed for use on as large a sample as possible of local businessmen employing salesmen. It sought to determine: employment opportunities for graduates; average starting salary; opportunities for advancement; and evaluation by respondents of course content of the program in question.

RESULTS AND POTENTIAL UTILIZATION

A return of 59.25% was received on the businesses sampled. This was felt to be most satisfactory for the study's purposes. Demographic information secured indicated that respondents were well qualified to critique the curriculum. Data received on the relevance of the course content of the program suggested that additional courses dealing with selling should be added to the curriculum, and that appropriate changes might be accomplished by replacing some or all of the three courses, Introduction to Government, Marketing, and

Introduction to Business. Other conclusions drawn from data secured included: graduates of the program increased their employability, received higher starting salaries than high school graduates, and enhanced their chances for advancement; and all firms perceived the program as a valuable training opportunity for their current employees. Data received also included current sales job openings and average starting salaries in the area.

The information secured was used to prepare a brochure about the program and the advisory committee utilized it to make recommendations on curriculum revisions. Investigators recommended to the committee that courses in Sales Techniques and Sales Promotion be substituted for Introduction to Business and Introduction to Government. A further recommendation was made that the evaluation technique developed in this study should be employed by other institutions to gather data on market value of vocational certification and degree programs.

Investigators felt that there were valuable by-products of the study, including improved community relations with local businesses and information which provided realistic career expectations to students. The final report includes tables on the data secured, and a sample of the survey form developed.

L. Turner

SUMMARY

TITLE OF PROJECT:	FERIC (Florida Educational Resources Information Center)
ORGANIZATION:	State Department of Education
PROJECT ADMINISTRATOR:	Robert Hancock
EXPENDITURES:	$77,940.58 (Satellite Centers)
DURATION OF PROJECT:	1970-1974
PROJECT NUMBER:	OEG-0-71-3690

PROBLEM

In 1968 a central resource information system was established in the State Department of Education's Vocational Education Division. This center provided documents, instructional material, position papers, etc., to division staff and state vocational educators. The system was designated as VREIC (Vocational Research & Evaluation Information Center).

During the 1969-70 FY the U. S. Office of Education established a pilot state dissemination program designed to assist state educational agencies to improve educational practices by installing tested innovations and programs in local districts. One such program would provide a method for making available program information and materials on research, evaluation and instruction to all educational institutions. Since the Florida DOE had long been committed to a program of effective knowledge utilization in every school district, cooperative efforts with the USOE were established to provide an information dissemination system on a statewide basis that would set up satellite centers at educational institutions for the retrieval of vocational education information through the nationwide ERIC (Educational Research Information Center) system.

In the fall of 1970, the VREIC center was transferred from the Division of Vocational Education to the Office of the Commissioner for Administration and, since it would henceforth provide service to all types of educators on a statewide basis, was renamed FERIC (Florida Educational Resources Information Center).

OBJECTIVES

The project as it was established in the fall of 1970 was designed to set up a number of centers in vocational-technical centers and community colleges, with proper facilities for allowing educators to secure information from the ERIC storage banks. Specific objectives were to: identify target and or potential user groups; establish centers containing reader-printers and copies of identified exemplary research on microfiche produced by ERIC; publish quarterly listings of other materials available on a loan basis; develop a loan plan to educators of microfiche and hard copy materials; provide consultative services to institutions in setting up such centers.

PROCEDURES

The central FERIC office established under the direction of the SDE Commissioner for Administration and the Communications Media Service Center, was administered by Mr. Robert Hancock; a 10 member advisory committee was appointed by the Commissioner of Education to provide guidance to the program. This central office provided searches for the State Cabinet, Legislature, other state governmental agencies, and the Florida Learning Resource System, on a time-available basis, as well as searches to educators statewide.

In order to implement the plan of establishing satellite centers, the Center contacted all vocational-technical centers and community colleges for permission to place the system into their libraries. In this first year, eleven voc-tech centers and five community colleges expressed a desire for such a service. Initial funds available were divided between these institutions to provide for supplies and equipment to get the centers underway.

The system, when fully implemented would provide the availability of:

1. A complete file of ERIC documents reproduced on microfiche, including a special collection on "Disadvantaged," "Pacesetters," and "Manpower";

2. A standing order for future releases of ERIC documents;

3. A complete library of Research in Education (RIE); Abstracts of Instructional Materials (AIM) and Abstracts of Research and Related Materials (ARM), published by the Clearinghouse for Vocational and Technical Education; and Current Index to Journals in Education (CIJE);

4. Query System computer programs to retrieve ERIC and CIJE files;

5. Subscriber to the Department's IBM 360/40 DOS computer;

6. Two microfiche printer-processor units;

7. Two microfilm/microfiche reader-printer machines with work stations;

8. Storage files for 175,000 microfiche with jackets;

9. Approximately 5,000 documents in hard copy form;

10. Instructional materials reproduced on tape, slides, film strips, records and overlays.

Services included computer and manual searches of RIE, CIJE, and AIM/ARM; manual searches of other instructional and information material; referral to other information resources; duplication of microfiche; and reproduction of non-microfiche materials. It also provided abstracts, bibliographies and lists of sources of information.

In the 1970-71 FY additional funds provided supplies and equipment equally for each of 14 voc-tech centers and 21 community colleges. In 1971-72 the state's nine universities granted permission for establishment of satellite centers in their library facilities. During this year each university received larger initial allocations of funds, with the remaining available money being allocated to each of the already established centers to provide updating and maintenance. The project was continued in 1972-73 with additional funds pro-rated on the basis of total amount received and the current need. Nine universities, 27 voc-tech schools and 23 community colleges were in operation at this time. Training workshops and inservice training at the school and county levels were conducted periodically during this entire period.

Plans were made to discontinue state support of the satellite centers in 1973-74, and no funds were provided during that fiscal year. However, additional funds became available in 1974-75 to allow assistance to the centers for one more year, and support was provided 9 universities, 25 voc-tech centers, and 24 community college centers.

RESULTS AND POTENTIAL UTILIZATION

It was anticipated that the individual institutions or districts would continue the support of the centers after 1975. However, the Vocational Research Division foresaw a need for a different approach in the future, and in December 1976 a new media system which replaced the FERIC Center was instituted under the Florida State University Career Education Center. This center is called FEIS (Florida Educator's Information Services), and has access to the ERIC system as well as other data banks; it maintains services for the same type of searches and information dissemination previously conducted by FERIC.

In a survey conducted by the Department of Education, Vocational Research Division in 1977, a total of 62 questionnaires were sent to FERIC contact people in an attempt to assess the impact of the project. Only 29 of these questionnaires were returned, but information secured from these survey instruments indicated that implementation of FERIC in most institutions was not successful. Many educators did not know of its existence, and very little usage was made of the centers in a number of institutions.

L. Turner

SUMMARY

TITLE OF PROJECT: Identifying Implications of Research for Industrial Teachers - Support for Vocational Education Research

ORGANIZATION: Florida State University

PROJECT DIRECTOR: Dr. Robert Andreyka, Dr. Ralph Gallington, and Dr. Robert Lathrop

EXPENDITURES: $106,321.80

DURATION OF PROJECT: July 1, 1970 - June 30, 1975

PROJECT NUMBERS: C1-0001; C2-0001; C2-0026; C3-074; C3-076; C3-0003; B4-0660; C5-002

PROBLEM

It was felt in 1970 that it would be of benefit to vocational teachers in Florida to organize interrelated research data pertaining to their individual tasks. It seemed necessary first, to learn what needs for organization of research findings existed, then to define a classification for organizing the findings, and develop a presentation for disseminating them to teachers around the state.

OBJECTIVES

Therefore, a project was initiated at Florida State University to develop ways to sift through completed vocational research, identify the research related information that would improve vocational education programs, and abstract the findings in some organized manner.

PROCEDURES

Several graduate assistants were employed on the project to begin a survey of FERIC files at FSU and A & M, and other library resources, reviewing material relevant to vocational education. Some 40,000 documents of national materials were reviewed. Material for all relevant documents were synthesized and placed into a publication called NOTES of Vocational Education Research/Evaluation. These were distributed throughout the State with feedback questionnaires included periodically.

RESULTS AND POTENTIAL UTILIZATION

In a final report (C2-0001) completed in June 1972, activities accomplished to date were listed. They included: completed research studies had been surveyed and relevant studies were selected; applications of research findings were identified, and proposed applications were written for use of the research results; reports of identified research were prepared and distributed to identified vocational educators in the State.

The research studies were synthesized and formulated into the publication NOTES listed above. The final report contains several sample NOTES. A number of secondary goals accomplished under this project period are listed in the report, such as development of competency tests for trade teachers to use in obtaining credit toward the baccalaureate degree; and initiation of a number of proposals in such areas as training for skilled marine techniques, accountability for vocational teachers, and safety training for experienced administrators.

A final report (C3-0003) completed in June 1973 describes the project objectives and procedures used by the project's four graduate research assistants to report their findings on the data collected in each one's area of expertise. Some of the reports are attached to the final report. Since most of the research in this document was used as a basis for further research as either a dissertation topic or a special project, the report is not available for dissemination.

The project continued through June 1975 with the same general functions, but no final reports are available for later periods.

L. Turner

SUMMARY

TITLE OF PROJECT:	Locally Directed Evaluation of Vocational Education Programs
ORGANIZATION:	Florida State University
PROJECT DIRECTOR:	Hollie B. Thomas
EXPENDITURES:	$44,000.00
DURATION OF PROJECT:	July 1, 1976 - June 30, 1977
PROJECT NUMBER:	C7-002

PROBLEM

Although the State of Florida has begun developing a statewide system of evaluation of instructional programs, procedures for use by educational agencies at local levels on a continual basis (formative evaluations) needed to be developed as a supplement to the statewide summative system. Therefore, in 1976 it seemed necessary to develop procedures and instruments for use at local levels for assessing the effectiveness of programs, and a project was designed for this purpose, to be conducted at Florida State University in 1976-77.

OBJECTIVES

This project (called Phase I in the final report) was designed to develop one level of a three-level comprehensive state evaluation system conceptualized by the Department of Education Division of Vocational Education for accomplishment by 1980. This evaluation system would encompass: (1) a data based locally directed evaluation; (2) a state-directed review of vocational education instructional programs; and (3) state-conducted course/program audits. The first level of the system, the locally directed evaluation program was initiated with this project for development of a program of guidelines and processes to assist local school districts evaluate secondary and postsecondary vocational programs. Specific objectives of the project were to: develop and fieldtest instruments, strategies, and materials for these evaluation procedures; deliver such materials to the Division of Vocational Education; and provide assistance to local agencies in use of the evaluation procedures as necessary.

PROCEDURES

A steering committee was appointed to aid in planning the components of the evaluation program to be developed. Representatives from local agencies were called on to do a field review and reading of selected components prior to the field tests. Revisions were made based on this review and a limited fieldtest was conducted on each component at area voc-tech centers, a secondary vocational center school, a community college, and one vocational rehabilitation school, with preselected evaluation teams at each site.

RESULTS AND POTENTIAL UTILIZATION

The eight components developed were revised after fieldtesting. They included suggested procedures and sample instruments for local agencies to use in developing evaluation techniques peculiar to their individual needs. Each component contains an overview, and suggested evaluation instruments and procedures.

Phase I of the project (this 1976-77 grant) resulted in the completion of eight components and a guidebook, and represented about half of the 15 components identified as necessary to the total program designated as the Data Based Locally Directed Evaluation (DBLDE). Indications from the fieldtesting of the eight components were that the system produced would be a useful method of improving vocational education in the state, and recommendations were made that seven additional components should be developed.

The final report appendix includes information on development and review of the components. Attached to the report are the eight components and a guidebook, as listed below:

1. Organizing for DBLDE
2. Comparison of Program Output with Community Occupational Needs
3. Assessing Student Career Interests
4. Facilities and Equipment Evaluation
5. Analysis of Community Resources Utilization
6. Evaluation of Occupational Competencies
7. Evaluation of Instructional Personnel
8. Assessment of Local Budget Policy for Support of Vocational Instructional Programs
9. Responsible Vocational Education Through Data Based Locally Directed Evaluation--A Guide for Teachers, Supervisors, and Administrators

SUMMARY

TITLE OF PROJECT:	Michigan State Research Study
ORGANIZATION:	University of Florida
PROJECT DIRECTOR:	James W. Crews
EXPENDITURES:	$13,950.31
DURATION OF PROJECT:	July 1, 1967 - June 30, 1969
PROJECT NUMBERS:	568-15, 569-116

PROBLEM

Vocational educators at the University of Florida participated in a cooperative effort at Michigan State University (MSU) in 1966, along with four other states, in a research project concerned with office education. The hypothesis being studied was that office education could be carried out more effectively by providing two or three-hour blocks of instructional time in a program emphasizing the integrative approach to materials development and teaching procedures. A program of this type had been started in Florida in 1961 and by 1967 approximately 140 classes in the State followed the large-block time pattern. Teachers in such programs believed that this type of teaching was superior to the traditional isolated classroom period for office education courses.

It seemed evident that the study begun with Michigan State in 1966 should be continued. Therefore, the Florida portion of this cooperative study was funded through the Florida Division of Vocational Education at the University of Florida for the 1967-68 fiscal year.

OBJECTIVES

Major objectives of the program were directed toward curriculum patterns, material development, testing and evaluation, as related to the basic concept of utilizing large blocks of instructional time and integrative learning in offering training in office education. The overall goals of the study included: developing additional instructional materials and refining those currently in use; evaluating instructional procedures and materials; and evaluating the total program philosophy.

In Florida the project aims were also to: revise an experimental business education course of study, instructional materials, and teacher handbooks in business education; put Florida's teacher needs into the Business Education Curriculum; and disseminate materials statewide.

PROCEDURES

The overall project was conducted under the direction of MSU. Washington, Arizona, Michigan, New Jersey and Florida were the participating states. The director of the total cooperative project was on the Michigan State campus. Each state had a coordinator and a teacher educator, as well as teachers (research associates) who did the actual classroom teaching. In this second year of the study 39 schools in the five states were used as laboratories. The project staff constructed tryout test materials and these were administered in classrooms in May 1967. In the summer of 1967 project team members worked together to design integrative instructional units to be tried out in the schools during the 1967-68 school year. Revisions and retrials of these test and curriculum materials were continued during the following year.

It was anticipated that the developmental phase of the project would be completed in the 1968-69 fiscal year as well as initiation of the dissemination phase.

RESULTS AND POTENTIAL UTILIZATION

The cooperative project, with Florida participation, was conducted for three years. The second and third years of Florida's involvement were funded by the Division of Vocational Education. No final report is available. However memoranda and visitation reports filed with the contract provide the information that curriculum materials developed on the Michigan State campus would be available October 1, 1968 so that it could be adapted for use in Florida schools. A meeting was held of all Florida participants for the purpose of adapting the teacher manual and curriculum guide to state use. The five documents developed were reproduced by December 1968 and made available by MSU, as follows:

Vol. 1: Guide to Organizing and Operating the Block Time Simulation Program

Vol. 2 Teacher's Manual and Curriculum Guide for the Block Time Simulation Program

Vol. 3 Integrated Projects and Supplementary Materials for the Block Time Simulation Program

Vol. 4 An Office Simulation - Teacher and Student Kit for the Block Time Simulation Program

Vol. 5 100 Case Problems for the Block Time Simulation Program

In a survey done by the Department of Education Vocational Research Section in 1977 it was learned that these block-type business education programs were greatly enhanced through this project, in Florida as well as throughout the U. S.

L. Turner

SUMMARY

TITLE OF PROJECT:	Provision of Consultative Research Assistance for Vocational Education
ORGANIZATION:	University of West Florida
PROJECT DIRECTOR:	Lawrence H. Perkins
EXPENDITURES:	$46,651.00
DURATION OF PROJECT:	December 1, 1976 - June 30, 1978
PROJECT NUMBERS:	C6-006, C7-006, 8-3018

PROBLEM

In 1975-76, the recently organized Bureau of Vocational Research, Development and Dissemination, had been assigned responsibility to organize, implement, monitor, and evaluate research and development programs throughout the state, which encompassed the broad areas of curriculum development, inservice and preservice training, instructional methods, articulation strategies, organizational structure, and any other systems which might help classify problem areas.

OBJECTIVES

The objective of this project, to be conducted through the University of West Florida, was to assist in carrying out these responsibilities by employing a consultant to coordinate and monitor research and development projects at universities and private non-profit institutions.

PROCEDURES

A consultant was to be employed to institute the following procedures:

1. Identify statewide research and development needs at university level for career development and coordination with the Bureau and the Division in assignment of priority needs;
2. Identify human resources available for conducting research;
3. Develop criteria and recommend research efforts to meet the criteria;
4. Provide consultation and technical assistance in selection of research projects, as well as preparation and submission of proposals for such research;
5. Evaluate projects and coordinate submission of reports;
6. Operate as a liaison with federal, state and local educators conducting various research projects.

RESULTS AND POTENTIAL UTILIZATION

The project was first funded in November 1975 (#C6-006). In the following year, project #C7-006 actually supplied two employees for a six-month period

(December 1976 - June 30, 1977). One consultant was to perform duties on university research and development and the other was to deal with discretionary research and development (Sylvia A. Tether and David McOuat respectively). In July 1977 the project was continued for a year under #8-3018 and employed a single consultant to serve in the capacity described above (David McOuat). No final report is available on these two projects.

L. Turner

STUDENT PERSONNEL SERVICES

SUMMARY

TITLE OF PROJECT:	Student Personnel Services for Area Vocational-Technical Centers of Florida (Phases I - IV)
ORGANIZATION:	University of Florida
PROJECT DIRECTOR:	Dr. James L. Wattenbarger
EXPENDITURES:	$86,720.00
DURATION OF PROJECT:	3/1/72 - 7/30/75
PROJECT NUMBER(S):	C1-5252; C3-0005; C4-0005; C5-001

PROBLEM

Two movements in the early 70's that were felt to have an impact on post-secondary occupational education were: the improvement of career development opportunities for post secondary age persons; and an increasing demand for efficient management demonstrated through measured outcomes. In light of these trends, an intensive examination of the whole field of career education led administrators of student personnel services in Florida community colleges to express a desire for a consortium study of their professional area as it related to post secondary occupational education.

OBJECTIVES

This project, in four phases, was for the purpose of developing and improving student personnel services in vocational-technical centers and community colleges with vocational-technical responsibilities. The major objectives were to: develop measurable objectives for student personnel services and career related counseling; identify strategies for accomplishing these objectives and rank-order the objectives' importance; estimate costs of implementing strategies; and produce a set of guidelines for implementing these strategies.

PROCEDURES

In the initial phase, the Institute of Higher Education at the University of Florida organized a planning committee of institute consultants and experts drawn from 20 vocational technical centers which set forth the dimensions and goals of the project and the means of implementing the results.

In Phase II, workshops were held in the five supervisory vocational technical regions to identify objectives and develop strategies to improve student personnel services. Data was collected from students, faculty, and administrators of the centers, and analyzed.

In order to accomplish the Phase III objectives of aiding area supervisors to implement Phase II findings: information was collected on the present level of implementation at various institutions; problems that impeded implementation were studied; and a determination was made on staff requirements for full implementation of the strategies. The result of this phase's study was a

manual, "Guidelines for Student Personnel Service Programs at Florida Area Vocational-Technical Centers". It included a series of guidelines, strategies and objectives developed at workshops and validated by samples of students, faculty and administration, counseling, placement and followup, and admissions; guidelines for organization of the personnel services program in these areas; staffing qualifications; responsibilities of staff; physical locations, etc.

In Phase IV, a study was made of the overall cost (per objective and strategy, per student) in each area center. Project staff acted as resource assistants to centers, aiding each center in program development with regard to goals of each center, and special needs and staff development in individual centers. The product, a Handbook was completed in this phase of the project.

RESULTS AND POTENTIAL UTILIZATION

The product, completed in Phase IV was a handbook entitled: Handbook of Florida Area Vocational Technical Centers Student Personnel Services. It includes a list of the four phases of the project; lists of staff and advisory committees, detailed reproductions of the guidelines developed, and suggested organization of the program in the areas of administration, recruitment, admissions, counseling, placement and followup; objectives and strategies to accomplish the goals; and resource and cost information.

In a survey done in 1977 by the Department of Education Vocational Research Section, it was revealed that the handbook was disseminated to all centers throughout the state, but that no followup was made after 1975.

L. Turner

TEACHER EDUCATION

SUMMARY

TITLE OF PROJECT:	Communication Problems of Vocational Education Teachers in the State of Florida
ORGANIZATION:	University of West Florida
PROJECT DIRECTOR:	Dr. Churchill L. Roberts and Samuel L. Becker
EXPENDITURES:	$37,340.00
DURATION OF PROJECT:	March 21, 1972 - June 30, 1974
PROJECT NUMBER(S):	C1-0065; C3-0008; D3-0005; C4-009

PROBLEM

While studies in classroom communication have indicated that teacher-student interaction can be assessed, a survey of literature up to 1972 failed to reveal any studies concerning communication problems in vocational education in Florida. Therefore, the assumption was made that no systematic analysis of communication environment in vocational classrooms had been attempted before.

OBJECTIVES

The purpose of the study was to gain an understanding of how communication was related to teaching effectiveness in terms of: 1) supervisor evaluation of teachers; 2) student evaluation of teachers; 3) absentee rate; and 4) dropout rate. The study was to focus on vocational education teachers and their behavior in the classroom as a determinant of quality and quantity of learning taking place there.

PROCEDURES

A set of instruments was developed to collect data on verbal and non-verbal communication, such as: 1) the frequency and duration of teacher-student contact; 2) amount and kind of praise and criticism; 3) organization and presentation skills; and 4) enthusiasm and self confidence.

Subjects were selected from industrial arts classes with shop and classroom activities in secondary, postsecondary and community college programs. Two trained observers spent two days with each teacher recording data, and on the second day forms for supervisor and student evaluation of teachers were completed.

RESULTS AND POTENTIAL UTILIZATION

Two types of analysis were applied to the data--a one-way variance analysis and a multiple regression analysis. The results underscored the importance

of communications skills in the teaching/learning process. The most critical measures of communication were discovered to be: how dynamic a teacher was; his delivery; time spent with students and how often the teacher praised the students' work. The criteria for absentee rate and dropout rate proved to be unimportant in the overall results of this study.

The study showed identifiable differences in behavior among teachers according to supervisors' and/or students' ratings. The "best" teachers, as evaluated by both groups, were dynamic; had superior delivery skills; spent much time in direct contact with students; and created a pleasant social-emotional environment through use of positive reinforcement. Dynamism proved to be the single most important determinant in both evaluations.

As a result of the findings, a number of recommendations were made by the project staff, including: 1) The findings of the report should be disseminated to all industrial education teachers, but since the report was very technical in nature, an additional summary report in non-technical language should be prepared. This report was done under project #C4-009; 2) Additional "teaching effectiveness" criteria for evaluation of vocational education programs should be developed; 3) Because of the uniqueness of shop and class activities studied, the findings were only generalized for industrial education, and therefore, the study should be replicated for business education, home economics, etc. 4) Since no specific course in communications for vocational education teachers existed at the time, it was recommended that one be set up and perhaps incorporated into certification requirements.

The final report found under #C3-0008 includes details of the data analysis with illustrative tables and charts, and sample survey instruments. This report may also be found in the ERIC system under #CS500826. Another related study is available under project #D7-013; these communication studies are related to a study done at Florida State University on Competency-Based Vocational Teacher Education, project B6-0128 and B6-0128#1 through B6-0128#11.

L. Turner

SUMMARY

TITLE OF PROJECT: A Demonstration of Inter-Institutional Collaboration for the Design of a Competency Based Cooperative Program for Teacher Education

ORGANIZATION: Leon County School District

PROJECT DIRECTOR: Carl H. Rehwinkel

EXPENDITURES: $5,000.00

DURATION OF PROJECT: January 1, 1977 - June 30, 1977

PROJECT NUMBER: D7-010

PROBLEM

Many vocational industrial education teachers have entered the teaching profession directly from industry possessing professional competencies, but have not for various reasons, attained generic teaching competencies. Two such reasons for this problem are that current university course competencies do not always correlate with local institutional expectations, and teachers recruited from industry without professional teacher training are reluctant to compete with college students in a university-based program.

Much emphasis has recently been placed on a competency-based, field-centered approach to vocational teacher pre and inservice training to overcome such difficulties. While a number of competency-based programs to prepare beginning industrial teachers for successful careers have been recently developed, these have been designed primarily to provide an avenue for certification, and most of them do not articulate with university programs of study.

OBJECTIVES

Therefore, this project, conducted in 1977, sought to design (in collaboration with several institutions) a cooperative, field-based program of entering-teacher preparation and inservice, allowing for possible tranfer of credits toward degree programs. To achieve this goal, the following specific objectives were identified and addressed: study of the current program for pre-service and inservice industrial teacher preparation and description of an ideal program; determination of discrepancies between the real and ideal programs; and design of a program to accommodate the needs of all the cooperating institutions and plan for its implementation.

PROCEDURES

An advisory committee was chosen from several cooperating institutions to provide overall direction--four school districts (Gadsden, Jefferson, Leon and Wakulla), Leon County Teacher Education Center, Florida A & M University, Florida State University, and Tallahassee Community College.

Twelve instructional categories and 41 competencies selected comprised a preservice workshop, and an additional 60 groups of identified competencies became the inservice phase of the program. A consultant was retained to formalize a delivery system by planning and fieldtesting the preservice activity, developing assessment criteria, and arranging for degree credit through Florida State University. A three week preservice workshop was conducted with weekly evaluations by participants.

RESULTS AND POTENTIAL UTILIZATION

The consensus of the advisory committee and workshop participants indicated that such a cooperative field-based program was desirable and advisable, and that the final program resulting from this project adequately met minimum needs of the cooperating districts' beginning teachers. The preservice orientation workshop incorporated a means for beginning teachers to attain immediate survival teaching skills prior to entering the vocational lab; the field-centered inservice program provided them with a means to sharpen the minimal teaching skills learned during the workshop. The program also provided an avenue for obtaining university credit as desired, and an opportunity to reduce certification time from three years to 18 months--thus adding an incentive for continued professional development.

Recommendations were made by the project staff that the field-centered inservice programs should be continued, and that similar orientation should be provided to all beginning industrial education teachers. The report appendix includes lists of generic competencies, workshop programs, a preservice survival program; workshop curriculum, the finalized certification program; and the weekly workshop evaluation sheets.

L. Turner

SUMMARY

TITLE OF PROJECT: Exemplary Competency-Based Vocational Teacher Education Project at Florida State University

ORGANIZATION: Florida State University

PROJECT DIRECTOR: Dr. Robert E. Andreyka, Dr. Hollie B. Thomas
Dr. William E. Blank, Dr. Donna B. Horlivy, Dr. C. Roberts

EXPENDITURES: $165,000.00

DURATION OF PROJECT: July 1, 1975 - June 30, 1976

PROJECT NUMBER: B6-0128

PROBLEM

The traditional university-based professional preparation programs, which were based on acquisition of knowledge, were not meeting the real needs of practitioners to obtain skills needed for vocational education. Because of this inadequacy, several institutions across the nation have begun moving toward a Competency Based Teacher Education (CBTE) approach to training teachers at the preservice and inservice levels. In Florida, a considerable amount of research had been done toward this approach by 1975, but all such efforts needed to be linked together to develop a total competency-based professional vocational education program at the university level.

OBJECTIVES

The long range goal of the project was to develop an exemplary competency-based vocational teacher education and leadership development program aimed at meeting needs of vocational and technical teachers and related personnel. It was the intent of this effort that this exemplary project would serve as a research base for developing a CBTE model for other Florida universities, as well as for other states.

Specifically, the project sought (1) to identify and validate the professional competencies important to Florida vocational teachers and professional support personnel at the various educational levels; (2) to identify the specific assessment criteria to be used to assess mastery of the identified competencies; and (3) to develop a delivery system for the competencies identified for Trade and Industrial Education.

PROCEDURES

A conceptual framework was developed as the first step of the project. Then preliminary lists of competencies were identified in each of nine components within the three major areas of the project--teaching, leadership, and special needs. These lists were submitted to a jury of experts in the appropriate areas, for revision and validation. From these revised competency lists, survey instruments were designed and submitted to sample practitioners in the

various fields, for further validation. These instruments were mailed to vocational and technical teachers, administrators, supervisors, researchers, and other supportive staff. Competencies were rated in order of importance. For each competency validated as important, specific assessment criteria were written for use in evaluating mastery of the competency. This was done by preparing preliminary criteria assessment statements for each competency, and submitting them to a jury of individuals with expertise in the particular area--criteria assessment statements were then revised based upon a synthesis of juror's comments.

RESULTS AND POTENTIAL UTILIZATION

As a result of this project, nine components and one support component were developed, along with two related studies. The nine components (developed under the direction of Drs. Andreyka and Blank) containing identified competencies and assessment criteria, were prepared for the following areas:

Teaching Components

1. Cooperative Vocational Education
2. Industrial Arts (competencies only)
3. Trade and Industrial (also delivery system)
4. Vocational Business Education

Leadership Components

5. Administration/Supervision
6. Career Education
7. Research and Evaluation

Special Needs Components

8. Disadvantaged
9. Handicapped

The support component (Consultative and Administrative Support Component - Consultative and Staff Support Activities to Assist the Vocational-Technical Division in the Development of a Statewide Vocational Program Evaluation System), was funded in conjunction with this exemplary project. It was directed by Dr. Mollie B. Thomas at FSU, in cooperation with the Division of Vocational Education, to develop a theoretical model for evaluation of state vocational and technical programs. Program standards and review procedures were developed and fieldtested. Based on the findings of the fieldtest, it was recommended that a permanent system of program review be implemented. Standards developed and review guides are included in the final report (see project #B6-0128#10).

In addition, two related studies were funded under this exemplary project. One, a study in teacher communication skills in vocational education was conducted by Dr. Churchill Roberts at the University of West Florida (Communication and Teaching Effectiveness) and may be found under project #C3-0008. (See also Communication/Human Relations Module, #D7-013). The other study,

conducted to support the T & I Component, was for the purpose of determining reading teaching competencies that would be needed by T & I teachers to teach reading as a part of classroom instruction. This study, entitled Identification of Competencies Needed by Florida Trade and Industrial Teachers to Fuse the Instruction of Reading with the Teaching of Content, by Dr. D. H. Horlivy, may be found under project #B6-0128#11.

In a survey done in 1977 by the Department of Education Vocational Research Section, it was learned that the products were still in use in modified form, and that a conceptual basis was established for university level CBTE programs in vocational teacher education, as a result of the study.

SUMMARY

TITLE OF PROJECT:	Human Relations/Communication Module
ORGANIZATION:	University of West Florida
PROJECT DIRECTOR:	Churchill L. Roberts and Cary G. Mills
EXPENDITURES:	$6,000.00
DURATION OF PROJECT:	January 1, 1977 - June 30, 1977
PROJECT NUMBER:	D7-013

PROBLEM

Although Florida had begun moving rapidly toward competency-based teacher education, it appeared in 1977 that there had been no program developed to assess or train vocational education teachers in the area of human relations (emphasizing interpersonal communication skills). A communication study was conducted in industrial arts in 1973 (project #C3-0008) which identified classroom communication behavior criteria that appeared to relate directly to teacher effectiveness, and this study provided a data base for developing a teacher training program in human relations.

OBJECTIVES

This study was designed to develop a series of teacher training modules in interpersonal communications for preservice and inservice vocational education teacher training to enable teachers to acquire certain interpersonal communications competencies listed as essential by the Florida Council of Teacher Educators. These skills are: 1) identify and/or demonstrate behaviors which reflect a feeling for the dignity and worth of other ethnic, cultural, linguistic, and economic groups; 2) demonstrate instructional and social skills which assist students in developing a positive self-concept; 3) demonstrate teaching skills which assist students in developing their own values, attitudes, and beliefs. Additional objectives of the project were to fieldtest, revise and submit to the State Department of Education, the completed modules.

PROCEDURES

An outline was prepared for one overall Human Relations/Communication module with four enabling objectives which would constitute mini-modules, as follows:

1. Employ effective listening skills
2. Display an awareness of nonverbal communication
3. Relate to the students as individuals
4. Employ positive reinforcement in interpersonal communication.

In the 1973 study mentioned above, "good" teachers were identified by certain classroom communication qualities they exhibited. Using this data and the rationale that an effective way to train a teacher was to allow him to observe a "model teacher", a followup was done of the "model" teachers by producing non-structured videotapes of them in actual classroom performance. After the videotaping, interviews were conducted with instructors and some of their students. These tapes and interviews provided a basis for developing the teacher training program.

RESULTS AND POTENTIAL UTILIZATION

Each mini-module was introduced by an edited videotape emphasizing the particular enabling objective. Additional instructional material reinforced the tapes in a lecture-discussion-exercise format. The overall module was developed as a six-hour instructional component and was fieldtested at Pinellas Vocational-Technical Institute in June, 1977, with pre and posttest evaluations.

It was felt by the project staff that this first phase of development of the communication module would provide an increased awareness of communication skills. Revisions to the module would be based on the post test evaluations and would produce a completed module suitable for incorporation into any competency-based teacher training program.

The final report contains sample summaries of the mini-modules and the appendices include analyses and post test responses to the field testing of the module.

Other related studies on competency-based teacher education are available under project #'s B6-0128#1 through B6-0128#11.

SUMMARY

TITLE OF PROJECT:	Professional Competencies of Teachers of Technical Education
ORGANIZATION:	University of Florida
PROJECT DIRECTOR:	Dr. Edwin L. Kurth
EXPENDITURES:	$3,784.50
DURATION OF PROJECT:	May 31, 1966 - June 30, 1967
PROJECT NUMBER:	RCU 67-3

PROBLEM

In 1966 it was felt that a need existed to systematically study new emerging professional fields and the specialties within them, particularly fields focusing on service to individuals. The particular problem of this project was to explore the assumptions of many in the field of technical education that the proficiency of performance of the technical education teacher might be related to factors such as: kind of undergraduate and graduate education completed; type of school; time between completion of training and entry into teaching; and various background factors, (i.e., levels of competency might be related to factors in past histories of specialists in this field).

OBJECTIVES

The twofold objectives of this project were: (1) to determine if professional competence of technical education teachers is a function of a number of educational background variables; and (2) to provide basic data for deriving indices predictive of competency in technical education.

PROCEDURES

A survey instrument was designed based on four criterion measures: 1) basic examination; 2) sociometric rating; 3) level of cooperation of subjects; and 4) the foregoing combined measures with seven predictor variables on subjects' backgrounds. Population sampled was 124 technical education teachers in the state, representing the entire population of technical education in junior colleges and high schools as of the academic year 1965-66. Data was to be collected by personal interview, tape recorder and questionnaire.

RESULTS AND POTENTIAL UTILIZATION

The findings as summarized in Chapter V of the final report include: (1) The basic examination criterion -- significantly higher scores

were achieved by technical education teachers with academic degrees in addition to degrees in specialty.
(2) Sociometric rating -- higher scores generally were achieved by technical education teachers going directly into teaching with no previous experience in other occupations.
(3) Level of cooperation criterion -- generally higher ratings achieved by those teachers who received technical area degrees in the north-eastern area of the U. S.
(4) No significant findings on the following predictor variables:
    a. type or class of college granting technical area degree
    b. length of time between receipt of technical area degree and entry into teaching
    c. number of years subjects employed in occupations other than technical education.

Tables of complete findings on the seven predictor variables, and discussions on the conclusions and implications are reproduced in the last chapter of the report. It was felt that further research was indicated using the same predictor variables with a greatly enlarged sample. The investigators believed that the study revealed definite patterns of educational influence on professional competence, implying a need for further study.

WORK EXPERIENCE

WE

SUMMARY

TITLE OF PROJECT: Junior High Work Experience Curriculum Guide

ORGANIZATION: Pinellas County School District

PROJECT DIRECTOR: James A. Davis

EXPENDITURES: $4,997.45

DURATION OF PROJECT: July 1, 1969 - June 30, 1970

PROJECT NUMBER: 570-114

PROBLEM

At the time of this particular project there existed approximately 139 Work Experience Programs in Florida, and it seemed necessary to prepare a statewide guide and curriculum format for such programs. These programs were aimed at the potential school dropout from both rural and urban communities.

OBJECTIVES

The purpose of this project was to continue the development of a curriculum guide for work experience programs which had begun in the spring of 1968. The guide was to include program objectives, behavioral or performance objectives, learning experiences, learning resources, and methods of evaluation.

PROCEDURES

Two general meetings were conducted for the purpose of evaluating the objectives, learning experiences, organizational structure and evaluative processes needed for the drafting of a curriculum guide for this type of program. A third meeting held in the summer of 1970 was to complete revision of the proposed guide, edit developed material and organize it into final form for printing and distribution.

RESULTS AND POTENTIAL UTILIZATION

The final product developed was a state curriculum guide for work experience programs entitled Employability Skills Guide for Work Experience Programs. It was used extensively by all Florida work experience coordinators, and was still being requested in 1978. The hardcopy is currently out of print, but may be found on microfiche under the project number.

L. Turner

SUMMARY

TITLE OF PROJECT:	Mini Grant - A Followup Study of Work Experience Students
ORGANIZATION:	Broward County School District
PROJECT DIRECTOR:	Lucuis Crawford, Jr.
EXPENDITURES:	$4,760.80
DURATION OF PROJECT:	April 10, 1974 - June 30, 1974
PROJECT NUMBER:	D4-003

PROBLEM

No follow up studies had been done in Broward County of the Work Experience Program which had been in operation for six years, and therefore in 1974 it seemed necessary to conduct one to determine the program's positive benefits.

OBJECTIVES

Information secured in the study would help determine needs for changes in curriculum and instruction, as well as provide information on how to improve the program. Specific objectives were: to document the current status of work experience students; to validate the hypothesis that current and former participants felt the program was beneficial to their attitudes and employment status; and to solicit suggestions for change and improvement.

PROCEDURES

A systematic random sample of 396 pupils was chosen from a list of 970 names. Eleven Work Experience coordinators interviewed those students who could be located, and recorded the data on survey forms. (a copy of the survey instrument is in the appendix of the final report).

RESULTS AND POTENTIAL UTILIZATION

One of the most significant results lay in the data generated from efforts to locate and question all of the sample chosen. The fact that only a little over one half (51.3%) could be located and interviewed, implied that the Work Experience Program reached a group of pupils who were more mobile than most student groups, and indicated that the program should be geared to short range as well as long range achievement of students. Those students interviewed reacted positively to the program, clearly feeling that they had been helped in such areas as securing and holding jobs, personal economics, developing the ability to get along with others, and self respect. The followup committee made several recommendations which included: continued accountability of the program would require surveys of students currently enrolled in the program; continued supervision of students continuing on the job during the summer was essential; analysis of curriculum content was necessary to differentiate among

grade levels; inservice courses for new coordinators must be offered; students who wished to enter other vocational programs and who were recommended by coordinators should be given preference.

The final report contains copies of the survey instrument used, and tables and graphs on the data secured. In a survey done in 1977 by the Department of Education Vocational Research Section, it was indicated that as a result of the study, a change in traditional curriculum was made and more emphasis was placed on relevant units.

L. Turner

OTHER

SUMMARY

TITLE OF PROJECT: Campus-Wide Metrics Laboratory

ORGANIZATION: Okaloosa-Walton Junior College

PROJECT DIRECTOR: Dr. James Durham

EXPENDITURES: $5,000.00

DURATION OF PROJECT: January 1, 1977 - June 30, 1977

PROJECT NUMBER: D7-007

PROBLEM

The U. S. has begun moving toward nationwide adoption of the metric system of measurement which will have an effect on the private and occupational lives of every American. Those whose jobs will require metric competencies will feel the greatest impact.

An urgent need to develop competencies and make a positive transition to metrics in Florida's vocational programs must be faced with a view toward finding the best approaches for meeting this need. In keeping with the responsibility to meet the need at the junior college vocational level, in 1977 Okaloosa-Walton Junior College designed a project to develop a comprehensive three phase metric training project.

OBJECTIVES

The objectives of this project were: to set up a three-semester-hour credit course, and a non credit course covering all aspects of metric measurement; design a self-paced training laboratory for individual study in metrics; and place metric speed limit and directional signs on campus to help students begin to "think metric."

PROCEDURES

A mini-grant from the Department of Education Vocational Research enabled the college to procure the necessary supplies to set up the classes. To get the project underway, syllabi for both credit and non credit courses were written; self instruction student guides and instructors' manuals were developed; and the training lab was designed and housed in the Drafting Lab. The course was offered in the spring of 1977 with 72 students. Various off-campus presentations and workshops were also held.

RESULTS AND POTENTIAL UTILIZATION

Although it was too early at the time of this report for quantification of supportive data, indications were that the course had been successful in developing student competencies in metrics. Recommendation was made by the project staff that all educational institutions develop and implement such a program. Materials for producing parallel metrics programs, such as the syllabi, student guide and instructors' manual, are found in the appendices of the report.

L. Turner

SUMMARY

TITLE OF PROJECT: Development and Operation of a Career Lattice Management System for Pre-Service and In-Service Vocational and Adult Education Personnel - A Planning Grant

ORGANIZATION: University of South Florida

PROJECT DIRECTOR: James Selman

EXPENDITURES: $6,000.00

DURATION OF PROJECT: April 1, 1972 - June 30, 1972

PROJECT NUMBER: C1-0068

PROBLEM

In 1972 problems associated with developing a permanent state career lattice management system needed investigation and resolution. It was hoped that this problem could be approached by securing adequate data for planning and programming vocational and adult teacher education in the State, thus providing a system which would become an integral activity of MIS (Management Information System). Therefore, a planning grant was undertaken at the University of South Florida for this purpose.

OBJECTIVES

The central purposes of the project were to identify, collect, screen, code, and store pertinent information relative to professional and technical training needs of vocational educators. Specific objectives were to: develop instruments and procedures for collecting information relative to professional preparation of vocational adult education personnel; and develop data processing techniques to integrate the data into the statewide MIS.

PROCEDURES

The project would be designed to identify data items needed by local school systems, universities and community colleges through consultations with these institutions. Consultations with MIS personnel would assist project staff to identify data items currently being collected; design a format for data collection instruments; and design a continuing project for 1972-73 to complete the data collection.

RESULTS AND POTENTIAL UTILIZATION

No final report is available on this planning grant. In a study done in 1977 by the Department of Education Vocational Research Section, it was revealed that the project was not implemented beyond the planning stage.

L. Turner

SUMMARY

TITLE OF PROJECT:	The Dissemination-Diffusion Process in Selected Florida Schools
ORGANIZATION:	University of Florida
PROJECT DIRECTOR:	J. W. Hensel, and A. J. Lewis
EXPENDITURES:	$19,981.00
DURATION OF PROJECT:	July 1, 1972 - June 30, 1973
PROJECT NUMBERS:	C1-5253, B3-0017

PROBLEM

The proposal for this project states that over the years, it has been observed that often a successful educational innovation has either been limited to the area served by the project while it was still active, or the innovation has died when special support was withdrawn. The lag between development and diffusion has also presented a problem in rapidly developing areas of education such as vocational-technical education. While research has identified some barriers and obstacles which thwart diffusion of innovative practices, and while models have been designed to describe the process of change, all known studies appeared to have stopped short of an analysis of the interaction of factors underlying the acceptance or rejection of innovations.

The study described in this summary directed itself therefore, to the problem of how to diffuse exemplary and innovative practices to educational institutions in the state. A planning grant was initiated at the University of Florida in March 1972 (#C1-5253) to design a study to address these issues, and in July 1972 a continuation project was funded for the fiscal year 1972-73 (#B3-0017).

OBJECTIVE

The main objective of the early planning grant was to investigate the most feasible and effective techniques for studying the dissemination/diffusion of innovations in selected school sites in Florida. The specific goals of this grant were to design a plan and procedures for the project and to develop a proposal for the main portion of the study.

Purposes of the continuation grant were to examine schools, communities, innovations, and strategies in order to identify combinations of factors that would provide more effective diffusion of innovations. Specific goals included: 1) identification of variables that affect adoption of innovations in Florida schools; 2) analysis of interaction of these variables in selected situations; 3) development of diagnostic instruments for school systems to use in self-analysis; 4) formulation of suggestions for alternate change strategies which would enable a school to improve its situation; and 5)

design of a computer based system for collecting data on variables and change strategies.

PROCEDURES

Joint meetings between project staff, Department of Education personnel, school officials, selected consultants, and a specially formed committee, would be the procedures used in completion of the planning section of the project. Procedures to be employed in the overall study included the decision to use an anthropological approach; i.e., the study of change in a cross-cultural context. Several well-known anthorpologists were called on to assist in an advisory capacity for this purpose. It was planned also to use methods of study and instruments developed by political scientists, sociologists, and social psychologists.

A total of four county school districts were to be studied--two judged to be successful in diffusion of innovative practices, and two judged unsuccessful. A maximum of six schools in each county would be selected--1/2 considered to be successful in adopting innovations, and 1/2 considered unsuccessful. No information is available as to criteria used in the choice of these counties or institutions.

A tentative list of 12 variables were drawn up for the study and instruments were to be constructed to be used in assessing the variables. Procedures would then be employed to analyze the data collected, construct strategies to overcome barriers to planned change, fieldtest these strategies, develop inservice materials, and disseminate the findings to various schools.

RESULTS AND POTENTIAL UTILIZATION

This project was never completed due to lack of funds. The final report on file contains information on the variables, collection and organization of field data [Product 1.5 (a)] and procedures for school ranking [Product 1.5 (b) and 1.5 (c)]. However, the report is not complete and items in the appendix are draft copies. Therefore, this report is not for dissemination.

SUMMARY

TITLE OF PROJECT: An Experimental Math Project to Improve Interest and Ability in Mathematics in Vocational-Technically Interested Students Prior to Formal Technical Training

ORGANIZATION: Central Florida Junior College

PROJECT DIRECTOR: T. Mike Colchiski

EXPENDITURES: $17,088.65

DURATION OF PROJECT: July 1, 1968 - June 30, 1969

PROJECT NUMBER: 569-112

PROBLEM

It was felt in 1968 that large numbers of vocational-technically oriented students entering Central Florida Junior College were deficient in mathematics, resulting in a high percentage of failure or drop-out, both at the junior college level, and--after transfer--at the university level.

OBJECTIVE

The objective of the project was to upgrade math skills of CFJC freshmen with poor and weak math backgrounds--specifically vocational-technically oriented students--and prepare them for normal college math programs.

The approved grant allowed a new approach to Guided Studies Math Courses for students wishing to pursue vocational-technical fields of study.

PROCEDURES

All students in the experimental group were grouped together into one class per trimester for two consecutive trimesters, and received the regular Guided Studies Math Course, plus special instruction in use of the slide rule, print-out calculator, and computer. The method of instruction varied from the regular course in that introduction of the slide rule and scientific notation were introduced very early in the course, after which instructions in the calculator, and finally, in the computer were presented. It was hoped that this procedure would induce more interest in math among the students. Use of the equipment was encouraged to solve regular problems. The methodology described included diagnostic tests in the beginning; analyses of these tests to set the tone for formal instruction; then, instruction in use of equipment replacing formal arithmetic instruction for the remainder of the term.

RESULTS AND POTENTIAL UTILIZATION

An inability to take random sampling and use a sufficient number of students prevented the production of adequate statistical results; however, enough was learned to make continuation of the experiment desirable. Conclusions from the findings (lower drop-out rate and much higher rate of satisfactory completion of the course) for this short period of time led researchers to believe that the project bore more promise for future exploitation.

Recommendations were made for follow-up studies of the experimental group, for acquiring and using more of the special equipment, and for the hiring of more instructional personnel to continue this form of classroom instruction.

There is a final report which encompasses this information; it also has 10 appendices which include samples of diagnostic tests, analyses of tests, inventory tests, worksheets for the instruments used, and individual charts for the various worksheets.

L. Turner

SUMMARY

TITLE OF PROJECT: Florida V-TECS Catalogs Project (Vocational-Technical Education Consortium of States)

ORGANIZATION: Florida Department of Education
Division of Vocational Education

PROJECT DIRECTORS: Roy Giehls, Jr., Joseph Barkley, Wallace Hunter

EXPENDITURES: $495,795.00

DURATION OF PROJECT: 1973 - ongoing

PROJECT NUMBERS: 740-024, D3-0004, D4-002, D4-005, 750-023, 750-049, B5-0186, B5-0222, B5-0347, B5-0356, B5-0360, BR5-0187, BR5-0194, BR5-0351, C5-003, C5-007, 760-012, D6-005, F6-057, BR7-0181, 770-041

PROBLEM

In 1970 a Board of Governors for Florida Research and Development Programs was appointed, consisting of a number of noted educators throughout the United States. This group was brought together for the purpose of advising the Florida Department of Education on practices and strategies for improving the statewide educational system. One major concern expressed by this group was the lack of measures, in product form, to determine students' attainment of specific learning skills.

The outgrowth of this concern was a Research and Development endeavor which produced four catalogs of performance objectives between 1970-72, but the cost of $47,327 per catalog was decided to be prohibitive in terms of time and total cost for all occupational programs in the State. Therefore, the Bureau of Vocational Research, Dissemination and Education began to organize a group of states with similar concerns. With the assistance of the Southern Association of Colleges and Schools (SACS), the V-TECS organization (Vocational-Technical Education Consortium of States) was initiated in 1973 with seven states, and rapidly developed into an organization with 16 member states and two military organizations.

OBJECTIVES

The purpose of the organization was to develop catalogs of performance objectives and criterion referenced measures in specific occupational areas to provide for the improvement of vocational education, and for the development of a base for competency-based instructional programs. The products being developed were to provide a basis for designing student-centered curriculum that would enable learners to acquire skills and knowledge actually required on the job.

PROCEDURES

Development of objectives was based on research of current practices in performance based education, and upon an analysis of the current tasks being performed on the job, as identified by a random survey of job incumbents. Development of individual catalogs was undertaken through specific procedures which included: developing task statement booklets by a domain of job titles; selecting a random sample of incumbent workers in the State and administering the task statement booklets to the worker sample; analyzing information collected in terms of time spent, difficulty of tasks, etc.; conversion of the task statements into performance objectives with companion criterion-referenced measures; and conducting a comprehensive fieldtest and dissemination program.

Contractual agreements were drawn up between the State of Florida and the SACS as a part of the total effort. Each state in the consortium agreed to provide a person to coordinate the development process and assure that quality standards and timelines were met. The position of Technical Coordinator was established at FAMU to provide leadership and liaison for the development of catalogs by various institutions in the State, oversee fieldtesting, dissemination, and implementation of the catalogs in vocational-technical programs. Each member state was to produce a catalog/catalogs as agreed upon by the V-TECS Board of Directors (comprised of the total membership).

Projects to develop individual catalogs were initiated at various institutions in the State. A project to develop a catalog in Automotive Mechanics was begun at FAMU in January 1974 under the direction of Roger L. Richardson; after August 30, 1974, with the transfer of Mr. Richardson, the project was completed under the direction of Jack M. Bragg; a project on Floriculture was conducted at the University of Florida by W. T. Loften in 1974-75; and one on Turfgrass was begun at UF also by Glenn Morrill; Etta McCulloch at Valencia Community College directed a project to develop a catalog on Hospital Ward Clerk in 1975-76; a project begun in 1974-75 at FAMU on Welding under the direction of Jack Bragg was transferred to the University of West Florida with the transfer of Mr. Bragg; Jack Bragg also directed a project to develop a catalog on Auto Body Repair at the UWF in 1976; a project to develop a catalog on Tax Collector (David Groth) was begun at Broward Community College in 1976.

In 1975-76 a grant was issued (Project #C5-007) to cover the dissemination of the catalogs developed; this project was directed by Mr. Joseph Barkley. A project manager was employed through grants at FAMU (#D6-005 and F6-057) in 1976; Mr. Wallace Hunter then began coordinating development of the Florida catalogs--this coordination is ongoing as of 1978.

RESULTS AND POTENTIAL UTILIZATION

By the end of 1976 six Florida Catalogs had been developed and printed. These catalogs of performance objectives and criterion referenced measures are designed to facilitate competency-based instruction in vocational education programs. They provide teachers with a complete up-to-date, job-

sequenced list of tasks performed by workers in a given occupation, as well as performance objectives for each task; these objectives were agreed upon by teachers and workers in the field as being necessary for success in a job. Each catalog is comprised of performance objectives, criterion-referenced measures, and performance guides for each task listed, along with a list of tools and equipment used by workers in the field, and a list of references used in developing a given catalog.

These catalogs were not designed as complete instructional systems, but each catalog serves as a basis for developing a competency-based curriculum in the given subject area. The six catalogs developed in Florida under the auspices of the Bureau of Vocational Education, Dissemination and Evaluation, (all placed on microfiche and available in hard copy through the Dissemination Section) are listed below:

D4-002	Auto Body Repair
D4-005	Automotive Mechanics
B5-0360	Combination Welding
BR5-0351	Floriculture
B5-0347	Hospital Ward Clerk
D3-0004	Turfgrass Maintenance Workers

The Leaders' Training Kit, developed in 1976 was designed for the purpose of providing educators with inservice training on use of the catalogs. It contains filmstrips and audiotapes; brochures; a Participant Activity Guide; a Training Leaders Manual; a sample catalog; and a list of Florida V-TECS trainers.

The catalog on Tax Collector Occupations, begun through funding by the Bureau, was completed under the direction of the Department of Revenue. Two other catalogs completed in Florida are: Public Housing, under the direction of the Department of Community Affairs; and the Catalog on Custom Garmentmaking, done at Palm Beach Junior College under a grant from the Division's Home Economics Section.

As a result of the cooperative consortium effort in developing these catalogs, (95 in all) each catalog was produced for about $4,800 each. It is estimated that a solitary effort by Florida on the additional 85 catalogs developed by other states would have cost the State approximately $3,908,725.

A number of catalogs developed out of state were done in the Florida format and are available for use in Florida. Attached is a list of most of these and the Florida catalogs, with dissemination figures for 1976-78.

L. Turner

DISSEMINATION FIGURES

V-TECS CATALOG	1976	1977	1978	TOTAL
*Auto Body Repair	243	204	7	454
*Automotive Mechanics	277	76	18	371
Bank Teller	897	559	206	1662
Alterationists	-	-	590	590
Child Care Worker	690	317	261	1268
Cosmetology	247	277	129	653
Machine Shop	-	389	142	531
Data Processing	767	170	81	1018
Dental Assistant	144	283	173	600
Gardening-Groundskeeping	404	267	70	741
Carpenter	-	527	131	658
*Floriculture	-	568	61	629
*Hospital Ward Clerk	-	227	424	651
Home Furnishings Worker	-	-	369	369
Food Management	742	252	181	1175
Nursing Assistance Occupations	-	-	655	655
Timber Harvesting	-	-	5	5
Programmer	-	-	390	390
Legal Secretary & Court Reporter-		-	398	398
Ship and Boat Operation	-	-	6	6
Licensed Practical Nurse	-	-	886	886
*Combination Welding	-	-	213	213
Radio and TV Repair	325	306	116	747
Secretarial and Related	1573	347	34	1954
Small Engine Repair	-	-	409	409
Tractor Mechanics	385	215	11	611
*Turfgrass Maintenance	376	205	29	610

V-TECS CATALOG	1976	1977	1978	TOTAL
Participant Activity Kits	5101	51	-	5152
Auto Parts Clerk	-	198	234	432
Plumbing	-	393	102	495
*Participant Activity Guide	-	1127	578	1705

* Florida Developed Catalogs

SUMMARY

TITLE OF PROJECT: Identification and Description of Exemplary Practices in Vocational Education for Recruiting Early School Leavers for Manpower Training and Job Placement in Selected Institutions in Florida

ORGANIZATION: Florida A&M University

PROJECT DIRECTOR: Dr. Paul Mohr and William Z. Knowles

EXPENDITURES: $5,000.00

DURATION OF PROJECT: May 15, 1977 - June 30, 1977

PROJECT NUMBER: D7-022

PROBLEM

A major problem in today's society has been employment of youth within the group referred to as "hard-core" disadvantaged school leavers or dropouts. Difficulty in recruiting, training, and placement in jobs, is a primary feature of the problem. Although all CETA (Comprehensive Employment and Training Act) programs have the same objective of helping this group, some programs have proven more effective than others. Reasons for differences appear to occur because of varying job market demands in different locations and lack of an established success formula in use. Therefore, in 1977, it was felt that a need existed to examine some of the programs in operation in urban areas in Florida.

OBJECTIVES

This project was designed for the purpose of identifying, describing, and documenting those exemplary practices deemed most successful in recruiting early school leavers (ages 16-25) for manpower training programs and job placement. Specific operational areas examined in each program were recruiting, counseling, and training.

PROCEDURES

Investigators visited CETA training agencies in seven Florida cities and gathered information through conversations with directors, counselors, instructors and students. The cities visited were Miami, Ft. Lauderdale, Jacksonville, Tampa, Tallahassee, Cocoa, and Orlando.

RESULTS AND POTENTIAL UTILIZATION

The final report of the project describes each agency's program in the specific areas of recruiting, counseling and training. Based on information collected on practices at the different agencies, recommendations are made in the report for overall improvements in the operation of CETA programs.

L. Turner

SUMMARY

TITLE OF PROJECT: Institute on Innovations in Affecting Vocational-Technical Education

ORGANIZATION: University of Florida

PROJECT DIRECTOR: Dr. E. L. Kurth

PROJECT COORDINATOR: James E. Christiansen

EXPENDITURES: $8,415.00

DURATION OF PROJECT: July 1, 1968 - October 30, 1968

PROJECT NUMBERS: 569-113

PROBLEM

It was felt in 1968 that many innovations in instructional practices, and changing trends in curricula were taking place, but that there was not widespread awareness of such changes and innovations among vocational technical educators in their own or other fields. Therefore, it was recommended that a training institute be held which would bring together groups of people with interlocking teaching and administrative responsibilities in the field.

OBJECTIVES

The major purpose of the institute was to assist selected teams of decision makers at different administrative and instructional levels within specific institutions among various counties in Florida, and in other states, to develop understandings about new and promising innovative curricular trends in vocational-technical education.

PROCEDURES

The institute was held in October, 1968 with a cross section of educators from inside and out of the state of Florida. Presentations were made on educational innovations affecting vocational technical education, and county teams worked together to develop ways of applying new concepts and innovations at local levels.

RESULTS AND POTENTIAL UTILIZATION

The summary report on this institute contains full presentations and abstracts of presentations on educational innovations, lists of innovations for three years past, evaluations of the institute by participants, and a list of resource materials supplied to each county team through the institute.

L. Turner

SUMMARY

TITLE OF PROJECT:	Meeting the Need for Vocational, Technical, General Adult and Related Education in Charlotte County
ORGANIZATION:	Charlotte County Board of Public Instruction
PROJECT DIRECTOR:	Dr. Hugh Adams Walter R. Williams, Jr.
EXPENDITURES:	$650.00
DURATION OF PROJECT:	August 31, 1965 - June 30, 1966
PROJECT NUMBER:	566-20

PROBLEM

In 1965 course offerings in Charlotte County relating to occupational education were limited. The Board of Public Instruction felt that there was a need to provide occupational education in conjunction with traditional academic curricula in the county. In addition, the possibility of explosive growth within the county meant increases in businesses and agencies which could benefit from trained personnel, plus a need for programs to benefit retired persons desiring part-time employment.

OBJECTIVES

The major objective of this study was to conduct a survey of occupational needs in order to determine ways of meeting the immediate and long-range needs of Charlotte County in vocational education, general adult, and related educational areas as nearly as these could be identified in terms of foreseeable economic and social development in the county.

PROCEDURES

A survey team/committee with a director was established within the Board of Public Instruction. Funds allocated to the project were used solely for the purpose of hiring an outside consultant to advise the project committee. The survey was conducted by mail survey forms, telephone contact, personal interviews, etc. Among the data considered were the educational and occupational goals of students, the local labor market, community interest in educational development, school plant facilities, population growth, and projections for the future growth and development of the lower west coast area.

The final report furnishes data collected by the survey team regarding enrollments in various areas of vocational education; students' occupational interests in Charlotte County High School; county employment by

major industry; analysis of Help Wanted Advertisements by occupation; State Employment Service data concerning additional job opportunities; a projection of the employment outlook by occupation; and county population projections. In addition, the report defines the educational programs that were available and the individuals and groups served, such as vocational agriculture; distributive, cooperative and business education; home economics; vocational industrial education; technical education; and related services.

RESULTS AND POTENTIAL UTILIZATION

Based on this collected data, the survey team recommended several actions which would be compatible with provisions in the Florida State Plan for Improvement of Vocational, Technical, and Related Education Services, as follows:

1. Immediate planning to expand vocational-education programs to meet students' occupational interests and needs; this should include concern for adequate vocational guidance.

2. Addition of a vocational specialist to the superintendent's staff who would promote and direct the county vocational, technical and adult education movement.

3. Organization of an advisory committee for vocational education planning; a single general committee would be set up in the beginning with a view toward later establishing a committee for each occupational specialty.

The final report on the project also includes specific conclusions and recommendations on each of 11 specialized areas: General Adult Education; Business Education; Diversified Cooperative Training; Distributive Education; Home Economics Education; Vocational Industrial Education; Industrial Arts; Higher Education (Junior College); Hospitality Education; Vocational Programs for Disadvantaged Persons; and Guidance and Counseling.

SUMMARY

TITLE OF PROJECT:	Occupational Survey for Baker, Columbia and Gilchrist Counties
ORGANIZATION:	Lake City Community College
PROJECT DIRECTOR:	Dr. William D. Ceely
EXPENDITURES:	$17,361.00
DURATION OF PROJECT:	7/1/65 - 6/30/66
PROJECT NUMBER(S):	566-10

PROBLEM

Substantial dropout rates in the counties served by Lake City CC indicated that a concerted drive was needed to counteract the problems resulting from students dropping out before completion of education or vocational training--such problems as unproductive lives leading to welfare, low per capita income rates, and crime.

OBJECTIVES

This need led to an in-depth survey of businesses and industries in the area to provide information as to what types of programs could be offered by the community college to raise the level of competency and education of this nonproductive labor force. In addition, the survey was designed to provide a total estimate of the needs of business and industry for a 5 year period, including existing employer policies regarding education, age, sex, on the job training, and employer qualifications, for the surrounding counties served by the college.

PROCEDURES

Specific employment needs were identified and the three highest priorities are discussed in the report. Priority I program areas were to be initiated by setting up programs of study at the community college at once; the other two priorities were to be initiated in succeeding years.

RESULTS

The survey was found to be an open ended one needing regular updating. Several recommendations were made for employer consideration regarding on the job training, experience versus education, etc. The final report for this project may be found under project #566-10.

L. Turner

SUMMARY

TITLE OF PROJECT:	A Review of Literature to Identify Innovative Curricular Materials in Vocational Education and Development of a Model Inventory of Research and Development Resources
ORGANIZATION:	Florida State University
PROJECT DIRECTOR:	Dr. Robert Morgan
EXPENDITURES:	$6,924.00
DURATION OF PROJECT:	January 12, 1971 - June 30, 1971
PROJECT NUMBER:	C1-0011

PROBLEM

One problem which has often inhibited research and development has been the lack of a total list of human and material resources available for research activities. In 1971 newly developing exemplary programs in Florida vocational education brought about a need for implementation of innovative curriculum to provide resources to be used for individualized instruction, cooperative work experience, career exploration and entry level skill training. In order to address this problem a project was funded at Florida State University in January 1971.

OBJECTIVES

The purpose of the project was to develop a system which would make available an inventory of human and materials resources and provide a method for annual updating of the inventory. Specific objectives included: searching literature for tested innovative curriculum materials appropriate to the use of exemplary vocational programs; locating and requesting copies of curriculum materials; organizing and filing materials for reference; and preparing an annotated bibliography for distribution to interested persons.

PROCEDURES

Procedures were to include: development of a questionnaire to collect information from every R & D agency; compilation of returns to use as a reference; and preparation and distribution of information collected. It would be necessary to search the ERIC system for review of completed projects to identify appropriate materials available. Plans were made to secure for review copies of material not in the ERIC system. Once all appropriate materials were identified, an annotated bibliography was to be prepared for wide distribution.

RESULTS AND POTENTIAL UTILIZATION

This project was funded for a period of six months. No final report is available on the results of the project, nor is the bibliography which was developed available.

SUMMARY

TITLE OF PROJECT: A Training Program for Vocational Evaluators

ORGANIZATION: University of South Florida

PROJECT DIRECTOR: James W. Selman

EXPENDITURES: $121,974.00

DURATION OF PROJECT: May 24, 1972 - June 30, 1973

PROJECT NUMBER: B2-1070

PROBLEM

Expansion of programs in Vocational Education, Vocational Rehabilitation and Special Education automatically implies the need for expansion of evaluation procedures, which will in turn require highly trained personnel. To meet an immediate need in this area therefore, a project was planned in 1972 at the University of South Florida.

OBJECTIVES

The stated purpose of this project was to offer short-term training institutes for selected vocational evaluators in Florida in order to upgrade performance skills and increase the supply of competent vocational evaluators.

PROCEDURES

The program was designed to provide nine three-week training institutes per year. College credit might be given depending on desires of the participants. Participants were to be chosen based on recommendations of the State Coordinating Committee (already in operation).

RESULTS AND POTENTIAL UTILIZATION

Evaluation of the project was to be a continuous process with the director and assistant director conducting the evaluations. It was anticipated that knowledge gained from these institutes would be used to establish a degree program at the University. No final report is available on this project.

SUMMARY

TITLE OF PROJECT:	Vocational, Technical and Adult Education Planning and Development (Survey) Office
ORGANIZATION:	Pinellas County School District
PROJECT DIRECTOR:	Elaine M. Hershey
EXPENDITURES:	$15,032.00
DURATION OF PROJECT:	August 3, 1973 - June 30, 1974
PROJECT NUMBER:	BR4-0114

PROBLEM

The project described here was funded in Pinellas County in the fiscal year 1973-74 to provide assistance in continuation of the Vocational, Technical, and Adult Education Planning and Development (Survey) Office in the Pinellas County school district.

OBJECTIVES

The purpose of the grant was to provide for personnel and supplies and equipment to assist in the operation of this county office.

PROCEDURES

The survey office was concerned with the local-state vocational education planning, covering such areas as: funding; staff development; programs to reflect market needs and student interest; facilities; data needs, development, analysis and dissemination; career education; work with the disadvantaged and handicapped.

RESULTS AND POTENTIAL UTILIZATION

There is no final report to indicate any results of the project beyond the regular conduct of survey and planning activities.

L. Turner